



BRADING CE CONTROLLED PRIMARY SCHOOL

SEX & RELATIONSHIPS EDUCATION POLICY

Reviewed by the Governing Board

Date Written: June 2018

Review Date: June 2019

Signed

P. M. Redfern

SEX & RELATIONSHIPS EDUCATION POLICY

Introduction

The Governors and staff have agreed the following policy and will ensure it is made available to parents, via the school website.

Statutory Responsibility

The law relating to school-based Sex and Relationship Education (SRE) is contained in the 1996 Education Act and the 2000 Learning and Skills Act. The Department for Education and Skills (DfES) SRE Guidance (DfES 2000) builds on these legal requirements. This Guidance recommends that SRE is planned and delivered as part of the personal, Social and Health Education (PSHE) and Citizenship curriculum as best practice.

Rationale

Sex and Relationships Education (SRE) provides an understanding that caring environments are essential for the development of a positive self-image and that individuals are in charge of and responsible for their own bodies, and minds. It encourages the acquisition of skills and attitudes, which allows pupils to manage their own relationships within a healthy responsible lifestyle.

We aim to offer a programme which recognizes that the foundation of SRE is the development of self esteem and positive relationships with others. SRE is linked to the wider aspects of the Citizenship and PSHE curriculum and meets the Health and Safety Standard.

We aim to promote the spiritual, moral, cultural, mental and physical development of the children and to prepare them for the opportunities, responsibilities and experiences of adult life.

Objectives

- To know that human beings develop at different rates.
- To know that we are all different and of equal value for which we must learn to take responsibility.
- To know that we have feelings which affect others.
- To know that babies have specific needs.
- To be able to name all of the parts of the human body.
- To learn how to keep yourself safe.
- To appreciate the ways in which people learn to live and work together.
- To know about the human lifecycle.
- To develop an awareness of all loving, caring, 'family' relationships.

Content of the Relationship Curriculum

The SRE curriculum will provide information which is easy to understand; relevant and appropriate to the age and maturity of the children. The curriculum will promote the exploration and clarification of values and attitudes. SRE will be taught in topics which will be

developed from year to year in greater depth.

Guidelines

- SRE is part of a whole school approach which should be planned and progressive within the health education of each child throughout their primary years. Acknowledgement should be made of the children's different starting points.
- The work should be integrated within the curriculum and be mainly undertaken by the class teachers in conjunction with appropriate external agencies.
- The views of parents and governors will always be considered.

Who will teach SRE?

In general, class teachers will teach SRE curriculum; support and advice will be sought from the school nurse. SRE will generally be taught in ordinary, mixed class groups. Some activities, especially in KS2 may be covered with smaller groups, with single sex groups or through other techniques. Further details of the areas taught in each year group are shown in Appendix 1.

Working with Parents

Under the Education Act 1993, children may be withdrawn by their parents from parts of the SRE programme that are outside the compulsory elements of the National Curriculum. Parents wishing to exercise this right should contact the Head teacher to discuss the aspects of the programme causing concern. Parents are welcome to come into school at anytime. SRE resources, including any videos to be shown to the children, will be made available to parents who wish to see them.

Dealing with Specific Topics

Child Protection - Teachers will refer to the school policy and the council's child protection procedures and guidelines.

Confidentiality

The limitations on confidentiality need to be made clear by teachers before personal disclosures are made. A general rule is that any personal information about people within a group is not to be used outside the group without permission.

Protected Characteristics as defined by the Equality Act 2010: age, disability, gender reassignment, marriage/civil partnership, pregnancy/maternity, religion/belief, sex and sexual orientation in relation to individual questions from children will be answered as thought appropriate to the age of the child. Teachers have a responsibility to educate all children about the diversity within society and should not promote one lifestyle above another. We also have a responsibility to prepare children for life beyond Brading Primary School to understand the global society in which we live.

Appendix 1

Healthy Lifestyles and Sensitive Issues Guidelines

We believe that all children should be given the knowledge, skills and understanding they need to lead a confident, healthy and independent life and to become informed, active and responsible citizens. These guidelines are designed to support teachers, assistants and parents to achieve this aim.

We will, work with children enabling them to achieve healthy lifestyles and consider sensitive issues.

The following guidelines will be used when teachers plan units of work and the topics may be covered during Science, RE, PSHE or during Circle Time.

Reception

- People in my life. What they do for me and I do for them.
- My moods - feeling happy, sad etc.
- Friendships.
- My body and other people's bodies - similarities and differences.
- The beginning of life - me, animals and plants.
- Growth in people, animals and plants

Year 1

- My moods - feeling happy, sad etc.
- Friendships.
- Labeling parts of the body.
- How we grow, sequencing the life of a person.
- Relationships - groups, community, family, school.
- Females have babies whether animal or human.
- Keeping healthy.
- Marriage/Stable relationships - Links with Religious Education.
- Celebrations, marriage in churches.

Year 2

- Changes as we grow.
- Feelings in families - love, jealousy etc.
- What helps people to get on with each other - listening, sharing, etc.
- What makes me happy?
- What I like or don't like about other people.
- Keeping safe.
- Caring for myself - hygiene, sleep, exercise etc.

- Inside my body - the functions of different parts.
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Year 3

- Feelings - things which make me happy, embarrassed, sad, scared etc
- Difficult situations – teasing, bullying.
- Changes in my own body and in those of others.
- Keeping healthy - exercise, diet.
- Friendships - who our friends are and how we make and lose friends.
- Making decisions - influences on me.
- Keeping safe.
- Varied lifestyles in the class and community - differences in others and how we feel about differences.
- Appropriate relationships.
- Why people get married?
- Medicines and drugs.

Year 4 & 5

- How we develop – talking about puberty and hygiene, menstruation and wet dreams.
- Protective behaviours.
- Feelings about my body and persuasions.
- My mood-how it changes quickly.
- Keeping safe.
- Medicine and drugs.
- Developing relationships.

Year 6

- How we develop - puberty & reproduction, relationships & reproduction, conception & pregnancy.
- How babies are born.
- Relationships - resisting pressures, managing my feelings.

Additional Learning Support

We also use SEAL (Social & Emotional Aspects of Learning in Y1-Y6) and SEAD (Social & Emotional Aspects of Development in Reception) materials to support collective acts of worship and circle time activities.

Stage 1 Equality Impact Assessment – Initial Screening

Assessor(s) Name(s):	Bev Gilbert
School:	Brading Primary School
Date of Completion:	21/6/18

Name of Policy

Sex & Relationships Education Policy (SRE)

The Aims, Objectives and Expected Outcomes:

To provide information to parents via the school website on SRE provision at Brading.

The aims of the SRE policy are to provide the framework to ensure that the delivery of SRE across the curriculum is achieved in a safe and caring environment appropriate to the age of the pupils. This is essential for the development of a positive self-image and that individuals are in charge of and responsible for their own bodies and minds. This policy provides a platform for pupils with the support of staff to manage their own relationships within a healthy responsible lifestyle.

The policy works alongside Citizenship, PHSE and H&S.

The Governing Body will ensure that the policy is reviewed and revised to take account of new and emerging guidance where appropriate.

Please delete as appropriate:

- This is a revised policy