

# BYRON COURT PRIMARY SCHOOL

## SEX AND RELATIONSHIPS EDUCATION POLICY

### 1.0 INTRODUCTION

- 1.1 Definition: SRE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles diversity and personal identity.
- 1.2 SRE involves a combination of sharing information, and exploring issues and values.
- 1.3 SRE is not about the promotion of sexual activity.
- 1.4 SRE will contribute towards safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school.

### 2.0 AIMS

- 2.1 To provide the age-appropriate knowledge and information to which all pupils are entitled and to provide a framework in which sensitive issues can take place.
- 2.2 To raise pupils self-esteem, emotional wellbeing and confidence, especially in their relationships with others. This will help the pupils to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school and in the community.
- 2.3 To help pupils develop relationship and communication skills (language, decision making, choice, assertiveness) to cope with the influences of their peers and the media.
- 2.4 The school shares with the parents the responsibility to provide positive and prudent sex and relationship education. The school aims to keep pupils safe and protect them from exploitation.
- 2.5 To respect and care for their bodies. To develop feelings of self-respect, confidence and empathy.
- 2.6 To be prepared for puberty and to give them an understanding of sexual development and the importance of health / hygiene
- 2.7 To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives.
- 2.8 To develop skills for a healthier, safer lifestyle and enable pupils to reflect / recognise qualities that help them to grow and develop positive relationships. To create a positive culture around issues of sexuality and relationships.
- 2.9 SRE is to be taught outside the National Curriculum. Pupils will be taught the correct vocabulary to describe themselves and their bodies.

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### **3.0 THE ROLE OF THE HEADTEACHER/GOVERNORS AND THE LEADERSHIP TEAM**

- 3.1 The governing board will approve the SRE policy, and hold the headteacher to account for the implementation of this policy which all staff will follow.
- 3.2 This policy is made available to parents.
- 3.3 The school's CPD cycle includes regular provision for training for all staff. Staff will be trained on the delivery of SRE as and when required.
- 3.4 Encourage links with the local community and visitors to ensure the aims of this policy are effectively met.
- 3.5 The Science / Technology Faculty, Health / Well-Being Faculty, SLT, Head Teacher and Governors are responsible for the overall monitoring of the quality of SRE within the PSHE and Citizenship framework. They will ensure SRE is taught consistently across the school.

### **4.0 RIGHT TO WITHDRAW**

- 4.1 Sex and Relationships Education is part of all pupils' education and it is hoped that all will participate.
- 4.2 However, the school acknowledges that parents/carers have the right to withdraw their children from all or part of the Sex and Relationships Education programme except for that part which occurs in National Curriculum Science.
- 4.3 Parents /carers wishing to exercise that right are asked to notify the school that they wish their child to be withdrawn in writing and make an appointment to meet the Head Teacher/Deputy Head to discuss further.

### **5.0 STATUTORY REQUIREMENTS**

- 5.1 SRE is not compulsory in primary schools. However, primary schools are required to teach the elements of sex education contained in the science curriculum.
- 5.2 If primary schools do teach SRE, they must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

### **6.0 DELIVERY OF SEX AND RELATIONSHIP EDUCATION**

- 6.1 Sex and Relationship Education is taught within the PSHE education curriculum. Biological aspects of SRE are taught within the science curriculum.
- 6.2 Pupils will receive stand-alone sex education sessions which will be delivered generally by staff. Wherever possible, a trained health professional may also be invited to deliver sessions.

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### **7.0 SEX AND RELATIONSHIP PROGRAMME CONTENT**

7.1 Sex and Relationship Education at the primary phase builds on the personal and social development work carried out to meet the Early Learning Goals at the Foundation Stage. It builds a foundation of emotional and social skills which is central to all later SRE work.

7.2 Across all Key stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions.
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy life-style
- Managing conflict
- Discussion and group work

7.3 At Upper Key Stage, pupils look specifically at the changes that will take place at puberty. The children will also look at how babies are conceived, develop and are born.

7.4 The specific content of lessons, resources and activities will be planned as appropriate for each year group.

### **8.0 THE ROLE OF THE CLASS TEACHER**

8.1 Ensure all aspects of the teaching of SRE are followed. Plan lessons which are appropriate to the age group taught. Lessons must be taught in a sensitive way.

8.2 Ensure work is assessed in accordance with current policies.

8.3 Evaluate the impact of activities within lessons on the children's learning and in meeting the aims of this policy.

8.4 Use resources effectively to maximise learning opportunities for the children.

8.5 Monitor the progress of pupils and maintain any aspects of record keeping. Responding to the needs of any individual pupils.

8.6 Responding appropriately to pupils whose parents wish them to be withdrawn from the (non-statutory) components of SRE.

8.7 Use ICT to maximise and enhance the learning.

8.8 Modelling positive attitudes to SRE.

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### **9.0 THE ROLE OF THE TEACHING ASSISTANT**

9.1 Support the class teacher with strategies and resources for accessing and planning the curriculum.

9.2 Use inclusive strategies to support learning of all pupils eg; pictures, word banks, key words/phrases, writing frames, ICT, dual language resources and games.

### **10.0 IMPLEMENTATION**

10.1 SRE lessons will be delivered by the teaching staff and appropriate outside visitors/ agencies.

10.2 The teaching programme ensures that there is progression from the Foundation Stage to Year 6 with topics and issues being included which are appropriate to the age and maturity of pupils.

10.3 Single sex groupings for work on certain topics will be used for work where appropriate. The sessions will be delivered by the class teacher/school nurse/outside agency.

10.4 Pupils are expected to engage fully in SRE and, when discussing issues related to SRE, treat others with respect and sensitivity.

### **11.0 ON-LINE SAFETY**

11.1 Technology is evolving at a tremendous pace. The need to protect children and young people from inappropriate online content, cyber-bullying and exploitation is a growing concern.

11.2 Byron Court Primary School will ensure that children are taught how to keep safe through both on and offline through planned E-Safety activities.

11.3 It is important to link to the ICT/computing curriculum, which teaches about online safety. It is vital for SRE to teach that the internet and social media are important resources for learning and information, and a great opportunity to build social networks, as well as teaching about the risks and how to stay safe online.

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### 12.0 LEGAL REQUIREMENTS OF SEX AND RELATIONSHIP EDUCATION

12.1 These areas are compulsory in the National Curriculum Science programmes of study at Key Stages 1 and 2.

12.2 At Key Stage 1 pupils are taught:

- That animals including humans move, feed grow, use their senses and reproduce.
- To recognise and compare the main external parts of the body of humans.
- That humans can produce babies and that these grow into adults.
- To recognise similarities and differences between themselves and others, and treat others with sensitivity.

12.3 At Key Stage 2, pupils are taught:

- That the life processes common to humans and other animals include nutrition, growth and reproduction.
- About the main stages of the human life cycle.

### 13.0 TEACHING AND LEARNING APPROACHES

13.1 SRE is generally delivered using participatory methods of learning and these include whole class discussion, circle time, small groups and one-to-one basis. Teaching in single sex groups may be appropriate at times.

### 14.0 EQUAL OPPORTUNITIES

14.1 We are committed to providing all children with an equal entitlement to Sex and Relationship Education regardless of race, gender, culture, disability or class.

### 15.0 INCLUSION

15.1 We have a commitment in ensuring that all pupils will have equal access to the SRE curriculum, following guidelines in the Special Educational Needs and Equal Opportunities policies.

15.2 Guidelines for parents having the right to withdraw is covered in section 4.0 of this policy.

### 16.0 TEACHING SENSITIVE ISSUES

#### 16.1 Puberty

We aim to provide accurate information about the physical / emotional changes that take place at puberty. Both boys and girls are given knowledge of what happens to each gender and that it is normal for everyone to develop at different rates.

#### 16.2 Menstruation

We provide accurate information about menstruation in Year 5. Sensitive arrangements are organised to prepare the girls for menstruation. Staff are prepared to deal with requests for sanitary towels in a helpful manner and without

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embarrassment.

## **17.0 CONFIDENTIALITY**

17.1 Some pupils may choose to mention specific problems or individual issues involving themselves or members of the school community. While staff will want to be supportive, it is made clear to all staff they work within child protection guidelines (see Child Protection policy) and therefore must state to their pupils that they may not to be able to guarantee confidentiality.

## **18.0 MONITORING**

18.1 The Science / Technology Faculty and Health / Well-Being Faculty will monitor teaching and learning according to our school's policy. Implementation will be monitored by the Head Teacher and the Science and Technology Faculty Leader and reported to the Governing body, who are ultimately responsible for the provision of Sex and Relationship Education.

## **19.0 REVIEW**

19.1 Date of policy - July 2018

19.2 Date of review - July 2021