



# Beam County Primary School Sex and Relationship Education Policy



- Policy written by: Adam du Toit
- Draft Policy seen by Staff
- Approved Changes incorporated into Draft
- Policy taken to Curriculum Sub-committee for scrutiny
- Approved Changes incorporated into Draft
- Policy approved by Board of Governors on DD-MM-YYYY
- Policy next reviewed by \_\_\_\_\_ Sub-committee in DD-MM-YYYY
- Effective date of Policy June 2014

Original Policy Date:            May 2014  
Last Review Date:                May 2012  
Next Date for Review:         May 2016, or earlier of necessary

## *Rational*

Sex and Relationships Education (SRE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and other are taught as part of personal, social, health and economic education (PSHE). Our comprehensive programme of SRE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive,



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enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. It is not about the promotion of sexual orientation or sexual health and activity – this would be inappropriate teaching. We believe that the children are entitled to good quality, accurate SRE. We believe that parents and carers have an integral part to play in the delivery of SRE to their children, and that support for parents to talk to their children is essential. We believe that relationships should be the main focus of SRE, and that it should be delivered as part of a structured programme that gradually builds knowledge.

## *Purposes*

- Our objective is to support and help our pupils through their physical, emotional and moral development. We will guide our pupils to move with confidence from childhood through adolescence into adulthood.
- Effective SRE does not encourage sexual experimentation. It will teach young people to understand human sexuality and to respect themselves and others. Our pupils will be enabled to mature, to build their confidence and self-esteem, and to understand the reasons for delaying sexual activity.
- Pupils will be given accurate information and be supported to develop skills to enable them to understand difference, to respect themselves and others, and also for the purpose of preventing and removing prejudice.

## *Aims and objectives*

- We teach children about:
  - Scientific anatomical names;
  - Puberty and the physical development of their bodies as they grow into adults;
  - The way humans reproduce;
  - Respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
  - The importance of family life;
  - Moral questions;
  - Relationship issues;
  - Respect for the views of other people;
  - Sexual abuse, and what they should do if they are worried about any sexual matters.

## *Guidelines*

- All teaching staff are responsible for teaching SRE as part of PSHE and Drug Education.
- The aims and objectives for SRE are set within the context of the overall aims of the school and are compatible with other school policies.
- The specific SRE content is taught through the Changing Me Puzzle (To be found in the Jigsaw PSHE Scheme of Learning) of learning and provides new resources; picture cards, resource sheets and animations that are used to enhance teaching and learning. The animation; female reproductive system and the male reproductive system provide a visual resource to enable children to understand how the body changes and develops in puberty. Whilst the core SRE content is delivered through the Changing Me Puzzle, essential work is done in previous puzzles to build children's self-esteem, to enhance their own sense of self in regard to their body image, how to develop caring and healthy relationships and how to develop assertiveness skills in keeping themselves valued, safe and respected. This work underpins the explicit SRE content and is part of the holistic approach to SRE teaching and learning. It is possible that school nurses may be involved in some settings to deliver some of the specific puberty lessons. They will be advised of the whole Jigsaw Scheme of Learning and will use the Jigsaw resource to ensure consistency of delivery, and to be sure that children receive the core curriculum provision at the appropriate time.
- In addition to using the Jigsaw Scheme of Learning teachers can also use resources from the Christopher Winter Project.
- Elements of SRE will be delivered through Science lessons.



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- Teacher led discussions and single gender lessons will take place where appropriate in upper Key Stage Two.
- SRE will be delivered in partnership with parents, to complement their role. Therefore parents can withdraw their own children from SRE lessons within the PSHE curriculum; however Science lessons are statutory.
- The SRE Co-ordinator will regularly and systematically provide guidance to colleagues on content, methodology and resources as well as lining other subjects to give coherence to the programme.
- Health professionals, social workers, youth workers, peer educators and visitors all have a part to play in delivering SRE and should abide by the school's policy. The teacher will plan and manage education of pupils and their expertise will be supplemented by other specialist workers by invitation.

## *The role of parents/guardians*

- The school is well aware that the primary role in children's SRE lies with parent and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we:  
Inform parent about the school's SRE policy and practice;  
Answer any questions that parents may have about the SRE of their child;  
Take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for SRE in the school;  
Encourage parents to be involved in reviewing the school policy, and making modifications to it as necessary;  
Inform parents about the best practice known with regard to SRE, so that the teaching in school supports the key messages that parent and carers give to children at home;  
Make the SRE resources used in our lessons available for viewing.

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

- Some parents prefer to take the responsibility for aspects of this element of education. Parents have the right to withdraw their children from all or part of the sex and relationship education taught in the school except for those parts included in the statutory National Curriculum (i.e. in Science lessons). Parents must complete an '*Opting out*' form, prior to the start of the SRE module, stating that they do not wish their named child to take part in SRE lessons in PSHE.

## *Confidentiality*

- Teachers conduct SRE lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of safeguarding/child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The headteacher will then deal with the matter in consultation with health care professionals.



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## *Monitoring and review*

- It is the responsibility of the SRE and PSHE coordinator to ensure that both staff and parents are informed about our SRE policy, and that the policy is implemented effectively.
- The SRE coordinator monitors this policy on a regular bases, and reports to governors, when requested, on the effectiveness of the policy.

## **Appendix 1**

Link to SRE

### ***National Curriculum Science – Statutory requirements from September 2014***

#### **Key Stage 1**

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults

#### **Key Stage 2**

- Describe the life process of reproduction in some plants and animals
- Recognise that living things produce offspring of the some kind, but normally offspring vary and are not identical to their parents.
- Describe the changes as humans develop to old age.