**Barcombe CE School Policy for SRE**

**Reviewed October 2016 by Ruth Force, Head of School**

## 1. Context

Sex and Relationship education is lifelong learning about sex, sexuality, emotions, relationships and sexual health. Sex and Relationships education in primary schools is the learning about our bodies, reproduction and puberty within the context of emotions, relationships and healthy choices. It lays the foundation for future work on sexual and reproductive health and so helps to prepare children for adulthood.
It has three broad elements:

- acquisition of accessible, relevant and age-appropriate information;
- clarification and development of attitudes and values that support self- esteem and are positive to health and well-being;
- development of personal and social skills for developing healthy and safe relationships.

SRE is not a stand alone subject but firmly rooted in our school's Personal, Social and Health Education (PSHCE) and Citizenship Framework and is also delivered as part of other curriculum areas such as Science. The Social and Emotional Aspects of Learning (SEAL) resource further compliments SRE by helping children to understand and manage feelings and develop positive friendships and relationships. Children's awareness of mindfulness is also developed through this work.
This policy contributes to Barcombe school's work to meet the outcomes of the 'Every Child Matters' agenda and the standards of the National Healthy Schools programme. The policy also links with other school policies such as the behaviour policy, the equalities policy and health and safety policy.

## 2. The Sex and Relationship Education curriculum

SRE supports and promotes our pupils' '*spiritual, moral, social, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of adult life."*
Section 351 of the Education Reform Act 1996, the two broad aims for the school curriculum.
At Barcombe CE Primary School Sex and Relationship Education (SRE) is underpinned by the ethos and values of our school and we uphold it as an entitlement for all our pupils. We recognise the need to work as a whole school community to ensure a shared understanding of SRE and the values under-pinning it and to deliver an effective programme that meets the needs of our pupils.

*'all children ...need to know about puberty before they experience the onset of physical changes. In the early primary school years, education about relationships needs to focus upon friendships, bullying and the building of self esteem…'Sex and Relationship Education Guidance 2000*

SRE in the primary school should ensure that all pupils:

- develop confidence in talking, listening and thinking about feelings and relationships;
- are able to name parts of the body and describe how their bodies work;
- can protect themselves, ask for help and support, and are prepared for puberty.

SRE is delivered through four interrelated strands:

1. Developing confidence and responsibility and making the most of pupils' abilities.
2. Preparing to play an active role as citizens.
3. Developing a healthy safer lifestyle.
4. Developing good relationships and respecting the differences between people.

The QCA guidance on PSHCE & citizenship includes the *Breadth of opportunities* pupils' need to develop their knowledge, skills and understanding and these are embraced in our whole school approach to PSHCE.

The Sex and Relationship Education programme is also delivered through resources that support the development of pupils' Social and Emotional Aspects of Learning (SEAL).

The SRE programme also includes elements of the statutory science curriculum. Parents / carers are not able to withdraw their children from National Curriculum science.

**National Curriculum Science**

**Key Stage 1.**

| | | |
|---|---|---|
| 1. | b) | That animals including humans, move, feed, grow, use their senses and reproduce. |
| 2. | a) | To recognise and compare the main external parts of the bodies of human. |
| | f) | That humans and animals can produce offspring and these grow into adults. |
| 4. | a) | To recognise similarities and differences between themselves and others and treat others with sensitivity. |

**Key Stage 2.**

| | | |
|---|---|---|
| 1. | a) | That the life processes common to humans and other animals include nutrition, growth and reproduction. |
| 2. | f) | About the main stages of the human life cycle. |

For our SRE scheme of work, see Appendix One.

SRE is likely to be particularly effective if it enables children to:

- Communicate a point of view clearly and appropriately and listen to the views of others;
- Make sensible choices about what to do in particular situations;
- Manage relationships with friends confidently and effectively;
- Act responsibly as individuals and within a group. ( Ofsted 2007)

## 3. The organisation of Sex and Relationship education

### Co-ordination

SRE is co-ordinated by the PSHCE co-ordinators **(Mrs Jane Pryor and Mrs Ruth Force).** They are responsible for the overall planning, implementation and review of the programme. They monitor the planning and delivery of content, provide appropriate resources, and offer guidance and support in the delivery and assessment of SRE.

The PSHCE Co-ordinators in line with other curriculum areas will endeavour to keep up-to-date with materials and guidance for SRE. They may lead, organise or inform staff and the wider school community of training and current issues.

### Staffing

Class teachers with their understanding and knowledge about their pupils in terms of age, maturity, development, religious, cultural and special needs are in the best position to deliver SRE. Therefore, it is our aim that all teachers will be able to deliver SRE in their class with support and training. Support staff and Teaching Assistants will receive training so they can work with class teachers effectively.

### Role of Governors

The governors have been consulted on this policy and scheme of work and have ratified it. The governor for PSHCE supports the PSHCE co-ordinator in monitoring the implementation of this policy.

### Training and Development Needs

We will provide appropriate training for all staff and governors whenever necessary and at least every 3 years.

### Curriculum delivery

Curriculum planning for SRE is part of the whole school planning process for PSHCE and Citizenship and is informed by the National Curriculum Science Orders.
The content of the SRE programme will be delivered in a variety of ways:

- **Designated SRE curriculum times**, which provides focused opportunities for raising specific issues in a safe and structured session.
- **Cross-curricular links**: when appropriate SRE, will also be delivered in SEAL, Science, RE, Humanities and Literacy.
- **Circle-time**, planned to support the delivery of PSHCE and SEAL, may also be used to cover some of the SRE programme.
- There may be other opportunities such as assemblies or 'health days' to cover the content or develop the skills involved in the SRE programme, but these **one -off events** will always be part of the planned programme.

Appropriate arrangements will be made for pupils who are withdrawn from SRE. For example, they will be able to participate in a lesson in another class.

## 4. Delivering the Sex and Relationship education curriculum

**Teaching and learning methodology**
Teachers and staff will use a range of strategies to deliver SRE but will focus on active and active learning techniques. This will enable pupil participation and involvement in their learning and develop pupil's confidence in talking, listening and thinking about Sex and Relationships.

These techniques include:

- Establishing ground rules with pupils - as in all aspects of PSHCE a set of ground rules helps create a safe learning environment
- **Spend time exploring the meaning of confidentiality and guide children about what is appropriate to share**
- Reflect on the needs of vulnerable children in these lessons and discuss with parents/carers and SENCO if appropriate before the module begins. Arrange 'get outs' from the lessons if the material is too sensitive for some children.
- Be clear about school policy on child safeguarding (child protection) in case a child makes a disclosure in these lessons.
- Knowing how to deal with unexpected questions or comments from pupils.

All resources are selected to ensure that they are consistent with the schools ethos and values and support the SRE aims and objectives. Care is taken to ensure resources comply with the school's equal opportunities policy.

The materials are available for parents/carers to view on request to the PSHCE Co-ordinator or class teacher. Resources are shared on SRE parent and governor consultation sessions and when the policy is reviewed.

## Difference, Diversity and Inclusion

In our school, we are committed to working towards equality of opportunity in all aspects of school life. We will make sure that our SRE programme is inclusive and we will consider the needs of vulnerable groups, such as looked after children in the planning and delivery of our programme.

Generally, SRE will be taught in mixed groups so that boys and girls are encouraged to work with each other. We will explore gender stereotyping in mixed classes and try to explore attitudes with pupils that contribute to teasing and bullying when a girl or boy is perceived not to fit in with the gender norm. It is important that both boys and girls know about the experience of puberty for the opposite gender.

However there will be planned opportunities for single gender sessions when teaching puberty to year five pupils. These may help explore gender-specific issues such as management of periods and puberty or what is good/bad about being a boy/girl. Single gender sessions will also take into account the different ways boys and girls learn effectively and provide a forum to ask 'embarrassing' questions. We will also endeavour to provide male role models in the delivery of our SRE programme e.g. have the Executive Head Teacher or a male class teacher to facilitate the single gender sessions.

**Sexual Orientation**
Many different types of family will be represented in our school and we will ensure that the SRE programme is sensitive to these, including families with lesbian, gay, bisexual or transgender parents. When delivering the curriculum, we strive not to make assumptions about the future sexual orientation of pupils or their family members.

**Religion and Ethnicity**
We accept that pupils and adults in our school may hold very different religious and cultural beliefs about SRE. We will encourage consultation and discussion with pupils, parents and community leaders to ensure that we consider cultural, religious and linguistic needs in the development and review of our SRE policy and programme.

Whilst we will always try to work with parents to accommodate their wishes, we will also accept that parents can exercise their right to withdraw their children from SRE outside National Curriculum Science.

**Liaison with partner schools**
In order to *promote 'lifelong learning about physical, moral and emotional development'* (DfEE) it is important that our secondary schools are aware of the Sex and Relationship education delivered in our school so that they can reinforce and build on the work we have done. We make use of our school nurse to communicate information about SRE to secondary schools.

**Specific Issues related to teaching SRE**
We recognise that some aspects of SRE for teachers, pupils, parents and the wider school community may be considered sensitive or challenging. What constitutes a sensitive/challenging issue is likely to vary according to the individual, group, place or context.

We respect the varied beliefs and values held by our school community. However, personal beliefs and attitudes will not influence the teaching of SRE. Teachers and all those contributing to SRE are expected to work within our agreed values framework as described in this policy and supported by current legislation and guidelines.

Teachers will be offered support and training to deliver the programme sensitively and effectively. This may involve support from the PSHCE Co-ordinator, the senior management team / outside agencies and the school nurse.

Pupils may ask questions or seek information about specific issues. It is school policy to address these questions and provide information in a straightforward age and maturity appropriate way. The school nurse may be used to support this process. In this way, pupils will be offered reassurance and will have misinformation corrected. In all cases pupils are encouraged to speak to parents in the first instance.

**Dealing with questions**

Having a set of ground rules provides boundaries over what is appropriate and not appropriate and about how to respond to unexpected, embarrassing questions or comments from pupils in a whole-class situation.
Suggestions for responding to questions:

- If a question is of a personal nature, remind the pupil of the ground rule: 'no one has to answer personal questions'.
- Question boxes will be used, when appropriate to collect questions. The teacher will read these questions and decide on appropriate responses before answering them in class.
- If a teacher or member of staff does not know or is unsure of an answer, they will say so and explain that they will get back to the pupil later (and try to specify when).
- The teacher could respond to a question by checking out what the pupil already knows, why they asked the question or by asking for further clarification.
- Colleagues or the PSHCE Co-ordinators can always be consulted for support. It maybe appropriate (having agreed with the pupil) to liaise with parents/carers.
- Lengthy or complicated responses are not usually necessary; a simple and concrete piece of information offers clarity and may avoid confusion.
- Recognise different views are held, for example, about contraception.
- Place within the context of the schools SRE curriculum past and in the future. "At the moment we are looking at 'X', in year 4 you will look at 'Y' in more detail".
- If a question is very explicit; seems too old for a pupil; or inappropriate for a whole class session, acknowledge the question and arrange to respond later on an individual basis. It maybe appropriate (having agreed with the pupil) to liaise with parents/carers.
- If a pupil needs further support, s/he could be referred to the school nurse or helpline or outside agency.
- If you have concerns about sexual abuse, follow the school's child protection procedures.

## 5. Confidentiality

Our school is committed to acting in the best interest of all the individuals within the school community. Sex and Relationship education should take place within a safe and supportive environment that facilitates relevant discussion. Confidentiality contributes to this and will be used as a ground rule for all SRE lessons.

Teachers and support staff are aware that teaching Sex and Relationship education can lead to pupil disclosures of abuse. All staff and visitors involved in the delivery of SRE are also clear that they cannot offer or give unconditional confidentiality to children in the school. Staff are also aware of school child protection procedures, local guidance and the DfEE's Child Protection circular 10/95 – "Protecting Children from Abuse: The Role of the Education Service". Staff will reassure pupils that, if confidentiality has to be broken, they will be informed first and supported.

## 6. Liaison with Parents and Carers

Our school shares responsibility with parents and carers in the delivery of Sex and Relationship education. We are confident that good communication and sharing our philosophy, aims and purpose of SRE will and does enable parents/carers to support our SRE programme.

We invite all parents and carers to planned consultation meetings regarding content of the SRE programme.

In this meeting parents and carers will be given opportunities to discuss their own experiences of Sex and Relationship education, explore their attitudes, view the policy, the scheme of work and corresponding resources, ask questions and be informed of their right to withdraw. We will also give parents / carers the option of discussing any concerns with their class teacher or PSHCE Co-

ordinators. Parent and carers will be given opportunities to view videos used in the Sex and Relationship education programme outside consultations.

On occasions, parents with babies may be invited into the school as part of the Sex and Relationship education programme.

We will also do our best to 'support parents in talking to their children about Sex and Relationship education'.

Parents and carers have the right to withdraw their children from all or part of the Sex and Relationship education provided at school except for those parts included in the statutory Science National Curriculum. Parents and carers who wish to exercise this right should talk with the class teacher or the PSHCE co-ordinators or the Head Teacher. The issue of withdrawal will be handled, as sensitively as possible and alternative arrangements will be made for any child withdrawn from this aspect of the curriculum.

## 7. Implementation of Policy

This policy, including the supporting guidance will be implemented and delivered by all staff.

A summary of this policy is in the school prospectus.

The full policy, including Supporting Guidance and Scheme of Work is available on request to parents / carers and governors from the PSHCE Co-ordinators.

## Policy Monitoring and Review

The review and monitoring of this policy will be the responsibility of the PSHCE Co-ordinator and will include:

- Review of planning and guidance.
- Liaison with class teachers.
- Carrying-out a regular audit of provision in order to ensure we are meeting the needs of all our pupils and delivering an effective programme.

Governors in liaison with class teachers have the opportunity to observe SRE sessions. The PSHCE Co-ordinator is available to discuss the SRE programme with them informally. She will report formally to the governors annually.

Policy Reviewed: October 2016
Reviewed by: Ruth Force (Head of School)

**Year 3:**

Developing a healthy, safer lifestyle:

1. **Know the names of the main parts of the body, including agreed names for sexual parts**

- I can name and correctly label the main, external parts of the body, including the sexual parts

2. **Begin to understand the concept of male / female and human development from birth to five.**

- I can identify ways in which boys and girls are similar and different

3. **Begin to know about the process of growing from young to old and how a person's needs change.**

- I can describe a number of ways I have changed since I was a baby.

4. **Begin to develop confidence to talk about body parts and how they work.**

- I can tell you about how I am growing

5. **Begin to recognise possible threats to personal safety, e.g. good / bad touches.**

- I can recognise that there are different kinds of secrets.
- I can understand simple rules for keeping myself safe.
- I know about parts of my body which are private and should not be touched without my permission.

**(Resources: No Video, Living and Growing Resource Book)**

**Year 4:**

Developing confidence and responsibility and making the most of their abilities:

1. **To deal in a positive way with their feelings towards themselves, their families and others.**

- I know some ways of dealing with the feelings that sometimes arise from changes

Developing a healthy, safer lifestyle:

2. **Know the body changes that will take place at puberty**

- I can name male and female body parts using agreed words

1. **Know about personal safety including what kind of physical contact is acceptable**

- I can talk about ways of keeping myself safe
- I know about parts of my body which are private and should not be touched without my permission

Developing good relationships and respecting the differences between people:

2. **To know more about different types of relationship, including marriage and to understand more about the benefits of positive caring relationships and the sometimes changing nature of those relationships.**

- I am aware of different types of relationships, including marriage

**(Resources: No Video, Living and Growing Resource Book)**

**Year 5:**

Developing confidence and responsibility and making the most of their abilities:

1. **To deal in a positive way with their feelings towards themselves, their families and others as they approach puberty.**

- I know some ways of dealing with the feelings that sometimes arise from changes.
- I have some strategies to cope with uncomfortable feelings and to calm myself when necessary.
- I can recognise when I am beginning to be overwhelmed by my feelings and can use a calming-down strategy.

Developing a healthy, safer lifestyle:

2. **Know how the principle body systems work e.g. circulation, digestion, respiration, and reproduction.**

- I know what some of my internal organs do.
- I understand the process of fertilisation.
- I know how a baby starts.
- I can tell you how a baby is born.
- I can describe the changes having a new baby in the family can bring.

3. **Know the body changes that will take place at puberty**

- I understand that my body may change at a different rate to those of my friends & I know that I am likely to experience mood swings during puberty.
- How the body works and changes in puberty
- I can identify parts of the reproductive system in males and females
- I can tell you some the physical changes that take place during puberty.
- I can explain what a period is.
- I know why washing is important and I know what I need to do to keep clean.
- I understand what wet dreams are.

4. **Know more about the human life cycle, significant events in this cycle e.g. becoming a parent, bereavement, making new relationships, marriage.**

- I know how most people feel when they lose something or someone they love I understand that we can remember people even if we no longer see them
- I can tell you about some of the things I would like to happen in the future.
- I can sort the symbolic changes and actual changes which could happen in someone's life.
- I can describe the changes having a new baby in the family can bring.
- I can describe the main stages of the human lifecycle.

**(Resources: Unit 3 of Video. Children will be separated for the video. Boys watch 'Boy Talk', Girls watch 'Girl Talk' children to discuss themes and complete Living and Growing Materials)**

**Year 6:**

Developing confidence and responsibility and making the most of their abilities:

**1. To deal in a positive way with their feelings towards themselves, their families and others as they approach puberty.**

- I know how my behaviour is linked to my thoughts and feelings.
- I know that all feelings including uncomfortable ones have a purpose and give us information.

Developing a healthy, safer lifestyle:

**2. Know the body changes that will take place at puberty.**

- I can explain the changes that will take place in girls and boys bodies during puberty.
- I understand what menstruation is.

- I am learning how to manage changes and puberty and support others to do the same.

3. **Know more about the human life cycle, significant events in this cycle e.g. becoming a parent, bereavement, making new relationships, marriage**

- I know and understand about the processes of reproduction and birth as part of the human lifecycle
- I understand how pregnancy happens and I am beginning to understand how to prevent a pregnancy.
- I know what is involved in looking after a baby.
- I can tell you what the age of consent is.

**4. Know that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread**

- I know how to keep myself clean and that certain parts of the body need careful washing during puberty.
- I am beginning to understand that bacteria and viruses can be transmitted during sexual activity and how this can be prevented.

3. **Know about personal safety including what kind of physical contact is acceptable.**

- I know what masturbation is, that it should be done in private and that there are different views on this.
- I know what physical contact is unwanted and I know ways of resisting it.

4. **Know that pressure to behaviour in unacceptable and risky ways can come from a variety of sources.**

- I understand what can influence decision-making.

5. **Develop the confidence to talk about personal health related issues.**

- I am able to give definitions of words related to puberty and sex and relationships.
- I am able to listen and support others and I know where to get help

6. **Make decisions related to relevant and personal health issues and choices**.

- I know that I can make some decisions and choices that are relevant to my personal health & I understand that I can make decisions that will affect my personal health.

Developing good relationships and respecting the differences between people:

7. **To know about different types of relationships, including marriage and to understand more about the benefits of positive, caring relationships and the sometimes changing nature of those relationships.**

- I know that my relationships are all different and that different ways of behaving are appropriate to different types of relationships.
- I can describe what is meant by a range of terms relating to friendships and relationships & I can describe what I need to do to maintain a friendship.
- I can understand when breaking friends might be the best thing to do.
- I can explore what is meant by love, attraction and sexual relationships.
- I know what makes a good parent or carer.
- I am able to describe some of the reasons why people choose to get married.
- I know that family relationships can change.
- I know what the key terms are for describing different sexual orientations.

**(Resources: Unit 3 of Video: All children will watch the video and discuss Sex in the Media)**