



Sex and Relationship Education Policy

Beam County Primary School

Approved by:

A handwritten signature in black ink, appearing to read 'D. DaOllman', is written over the 'Approved by:' text.

Date:

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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, 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.

1. Aims and Objectives

- 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.
- Pupils will be given accurate information and be supported to develop skills to enable them to understand differences, to respect themselves and others, and to prevent and challenge prejudice.

2. 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;
- Relationship issues;
- Respect for the views of other people;
- Keeping safe and what they should do if they are worried about any sexual matters.

3. Roles and responsibilities

3.1. School staff

It is important that school staff feel comfortable to take PSHE classes and answer questions from pupils. If the teacher does not feel confident leading SRE discussions then that is likely to be reflected by the pupils, and their learning will be compromised. The school provides regular professional development training in how to deliver sex education; this includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions and an introduction to the rationale of why teaching SRE is so important. There are certain members of the school leadership team, such as the PSHE Co-ordinator who will hold more responsibility for ensuring that the school's sex education provision is

relevant to our pupils and effective, but this is generally a responsibility for all staff members and the school expects staff to voice opinions and share expertise in this area.

3.2. Governors and senior leaders will

- Develop this school policy and review it on a yearly basis. This policy is developed in consultation with school parents, pupils and staff to ensure that it meets the needs of the whole school community.
- Ensure that all staff are given regular and ongoing training on issues relating to SRE and how to deliver lessons on such issues.
- Ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to sex education.
- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of sex education to pupils. This may be because they do not feel that their training has been adequate or that aspects of the curriculum are in conflict with their religious beliefs.
- Ensure that sex education is age-relevant and appropriate across all year groups; this means ensuring that the curriculum develops as our pupils do and meets their needs.
- Ensure that the knowledge and information regarding SRE to which all pupils are entitled is provided in a comprehensive way.
- Support parental involvement in the development of the SRE curriculum.
- Ensure that their personal beliefs and attitudes will not prevent them from providing a balanced SRE in school.
- Communicate freely with staff, parents and the governing body to ensure that everyone is in understanding of the school policy and curriculum for sex education, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as appropriate. We want the provision of sex education at home to be complementary to the provision the school provides, and this should be clearly communicated to parents and additional support given where necessary or requested.

All staff will:

- Ensure that they are up to date with school policy and curriculum requirements regarding sex education. Any areas that they feel are not covered or inadequately provided for should be reported back to the PSHE coordinator.
- Attend and engage in professional development training around sex education provision.
- Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a pupil comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they should take this concern to their manager. No one else should be informed at this stage, and a breach of confidentiality may fall under staff misconduct and disciplinary procedures.
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced SRE in school.
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, including those pupils with special educational needs. If teachers need

support in this area they should, in the first instance, speak to the PSHE coordinator who will liaise with the SENCO coordinator.

3.3. Parents

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 parents 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 making healthy relationship choices

4. Implementation and curriculum

It is important that we implement our SRE policy consistently throughout the school, and provide effective provision throughout classrooms. We encourage teachers to provide classes that are specific to the needs of the pupils in that class, and responsive to their behaviour and development.

5. Jigsaw Guidance

The grid below shows specific learning intentions for each year group in the 'Changing Me' Puzzle. These specific lessons sit within the whole Puzzle (6 lessons), which looks at change and coping with change in lots of contexts, so changes as we grow up and enter puberty are seen as one sort of change that we can all cope with. There are times when children will be taught in single sex groups.

Year Group	Piece number and name	Learning Intentions 'Pupils will be able to..'
1	Piece 4 Boys' and Girls' Bodies	Identify the parts of the body that are private. Respect my body and understand which parts are private
2	Piece 4 Boys' and Girls' Bodies	Recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private.

Year Group	Piece number and name	Learning Intentions 'Pupils will be able to..'
		Tell you what I like/don't like about being a boy/girl.
3	Piece 1 How Babies Grow	Understand that in animals and humans lots of changes happen. Express how I feel when I see babies or baby animals.
	Piece 2 Babies	Understand how babies grow and develop and understand what a baby needs to live and grow. Express how I might feel if I had a new baby in my family.
4	Piece 3 Girls and Puberty:	Describe how a girl's body changes. That menstruation (having periods) is a natural part of this. Know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty.
5	Piece 2 Puberty for Girls	Describe how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally. Understand that puberty is a natural process that happens to everybody and that it will be OK for me.
6	Piece 2 Puberty: Also use the Channel 4 'Living and Growing' DVD.	Explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally. Express how I feel about the changes that will happen to me during puberty.
	Piece 3 Girl Talk/Boy Talk	Ask the questions I need answered about changes during puberty. Reflect on how I feel about asking the questions and about the answers I receive.
	Piece 4 Babies – Conception to Birth	Describe how a baby develops from conception through the nine months of pregnancy, and how it is born. Recognise how I feel when I reflect on the development and birth of a baby.
	Piece 5 Attraction	Understand how being physically attracted to someone changes the nature of the relationship.

Year Group	Piece number and name	Learning Intentions 'Pupils will be able to..'
		Express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this.

6. Pupils with special educational needs

The school works hard to ensure that all aspects of the school curriculum are inclusive and support the needs of pupils of all ranges of abilities. Staff should differentiate lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to SRE.

7. Withdrawal from SRE

The school aims to keep parents informed about all aspects of the SRE curriculum and urges parents to read this policy. Parents can request access to resources and information being used in class, and the school will do everything it can to ensure that parents are comfortable with the education provided to their children in school. It is, however, a statutory right of parents or carers to withdraw the children in their care from SRE. **This excludes withdrawal from the elements on human growth and reproduction which fall under the National Curriculum science.**

Any parent wishing to withdraw their child from SRE should express their concerns in writing to the Head teacher. SRE is a vital part of the school curriculum and supports child development and we strongly urge parents to carefully consider their decision before withdrawing their child from this aspect of school life.

8. Equal opportunities

SRE lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in our school's behaviour policy. (See Behaviour Policy).

9. Safeguarding and confidentiality

We hope to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, our school's child protection and safeguarding procedure should be followed. (See Child Protection and Safeguarding Policy).

10. SRE and Computing

It is important to recognise the constant and fast paced evolution of IT within our curriculum and society as a whole and the part I.T. plays in 21st century

relationships. At Beam we believe it is essential for E-Safety guidance to be given to the pupils on a regular and meaningful basis, teaching children the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, in and beyond the context of the classroom (see Online safety policy).

Children are taught about where to seek advice or help if they experience problems when using the internet and related technologies; i.e. parent/ carer, teacher/ trusted staff member, or an organisation such as Child line.

11. Monitoring, review and evaluation

The educational and personal needs of our pupils develop in line with varying societal pressures and economic change. Our aim is to provide SRE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. This policy will be reviewed annually by the school's management team, PSHE coordinator and whole staff, including regular monitoring of teaching and learning.

12. Support

We hope that pupils will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to sex education. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

This Policy links to:

- Behaviour Policy
- Child Protection Policy
- Online Safety Policy