

BOURNE PRIMARY SCHOOL

SEX AND RELATIONSHIP EDUCATION POLICY

1 Introduction

- 1.1 At Bourne 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 with parents and carers to ensure a shared understanding of SRE and to deliver an effective programme that meets the needs of our pupils.
- 1.2 SRE 'is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. "DfEE Sex and Relationship Guidance 2000"
- 1.3 The SRE guidance states it has three main elements:
- Attitudes and Values
 - Personal, and Social skills
 - Knowledge and Understanding
- 1.4 "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.

2 SRE aims

- 2.1 We aim to develop in our pupils an understanding of the biological, emotional, social, legal and moral aspects of sex and sexuality.
- 2.2 SRE is firmly rooted in our school's Personal, Social and Health Education (PSHE) and Citizenship Framework.
- 2.3 In this way, (starting from the early years), we ensure continuity and progression; a safe and supportive learning environment; and teaching within the wider context of building self-esteem, emotional well being, relationships and healthy lives.
- 2.4 PSHE and Citizenship and therefore the SRE programme is delivered through four interrelated strands:
- 2.4.1. Developing confidence and responsibility and making the most of pupils' abilities.
 - 2.4.2. Preparing to play an active role as citizens.
 - 2.4.3. Developing a healthy safer lifestyle.
 - 2.4.4. Developing good relationships and respecting the differences between people.

3 National Curriculum Science

- 3.1 The SRE programme also includes elements of the statutory science curriculum, part of the National Curriculum for England and Wales:

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.

- 3.2 Parents / carers are not able to withdraw their children from National Curriculum science. See section *parents and carers*.

4 SRE objectives

- 4.1 The content of sex and relationship education should match the age and maturity of the pupils involved and at KS1 and KS2 include:

4.2 Attitudes and Values

- Valuing and respecting ourselves and others.
- Valuing and respecting healthy personal relationships, including between friends, families and others.
- Developing an understanding of the value of family life and an appreciation of the many different types of family.
- Recognising the importance of pursuing a healthy lifestyle and keeping ourselves and others safe.

4.3 Knowledge and Understanding

- Recognising and naming parts of the body.
- Describing the reproductive system and childbirth.
- Developing an understanding of the physical and emotional aspects of puberty.
- Developing an understanding of behaviour that carries risks.
- Providing opportunities for pupils to ask questions and clarify misinformation.

4.4 Personal and Social Skills

- Developing skills in talking, listening and thinking about feelings and relationships.
- Enabling pupils to identify and seek help and support.
- Developing pupils' abilities to make informed decisions, manage their relationships and in the future lead sexually fulfilling and healthy lives.

5 Outline of the SRE Curriculum

- 5.1 The SRE curriculum is defined in the SRE Curriculum overview, Appendix I

- 5.2 SRE is co-ordinated by the 'developing self' team. They are responsible for the overall planning, implementation and review of the programme. They monitor the planning and

delivery of content, provide appropriate resources, offer guidance and support in the delivery and assessment of SRE.

- 5.3 The 'developing self' team 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.
- 5.4 They will liaise with external support agencies, (e.g. PSHE Advisory team, School Nurse) to encourage consistency and understanding in the school's SRE programme.

6 Planning

- 6.1 Curriculum planning for SRE is part of the whole school planning process for PSHE and Citizenship and is informed by the National Science Curriculum.
- 6.2 The content of the SRE programme will be delivered in a variety of ways:
 - 6.2.1 **Designated SRE curriculum times**, which provides focused opportunities for raising specific issues in a safe and structured session.
 - 6.2.2 **Cross-curricular links**: when appropriate SRE, will also be delivered in Science, RE, Humanities and Literacy.
 - 6.2.3 **Circle-time**, planned to support the delivery of PSHE, will also be used to cover some of the SRE programme.
- 6.3 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.

7 Differentiation and entitlement of all

- 7.1 In our school, we are committed to working towards equality of opportunity in all aspects of school life. Differentiation and entitlement for all is underpinned by our schools *Equal Opportunities Policy*.
- 7.2 'SRE should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives'
DfEE SRE Guidance, 2000

8 Special Educational Needs and learning difficulties

- 8.1 Our pupils have different abilities based on their emotional and physical development, life experiences, literacy levels and learning difficulties, but we will aim to ensure that all pupils are properly included in SRE.
- 8.2 Some pupils with SEN may be more vulnerable to abuse and exploitation than their peers, and others maybe confused about what is acceptable public behaviour. These pupils in particular will need to develop skills to reduce the risks of being exploited, and to learn what sorts of behaviour are, and are not, acceptable.
- 8.3 Teachers may have to be more explicit and plan work in different ways in order to meet the individual needs of pupils with SEN or learning difficulties. It is helpful to remember to focus on activities that increase a pupil's assertiveness, communication and relationship

skills, their self-esteem and understanding. Active learning methods and drama techniques are particularly effective.

9 Mixed and single gender groups

- 9.1 Generally SRE will be taught in mixed groups so that boys and girls are encouraged to work with each other. It is important that both boys and girls know about the experience of puberty for the opposite gender.
- 9.2 However there will be planned opportunities for single gender sessions. These may help explore gender specific issues such as management of periods and puberty or what is good/bad about being a boy/girl before discussing the issues with the opposite sex. Single gender sessions will also take into account the different ways boys and girls learn effectively and provide a forum to ask 'embarrassing' questions.
- 9.3 Boys in the past may have felt left out of SRE if it had a narrow reproductive focus, the objectives of our SRE programme should encourage them to be included, able to participate and begin to explore issues around male identity. We will also endeavour to provide male role models in the delivery of our SRE programme e.g. have a male teacher facilitate some of the single gender sessions, where possible.

10 Religion and Ethnicity

- 10.1 In our school we seek to recognise the diverse beliefs of our religious and minority ethnic communities and aim to value and celebrate cultural diversity. We will explore assumptions about different cultural beliefs and values and encourage activities, which challenge stereotypes. We will use a range of teaching materials and resources that reflect our cultural diversity and encourage a sense of inclusiveness.
- 10.2 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.
- 10.3 Whilst we will always try and 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 (See sections: 'Working with Parents' and 'SRE Aims').

11 Teaching and learning strategies

- 11.1 Teachers and staff will use a range of strategies to deliver SRE but will focus on active and experiential 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.
- 11.2 These techniques, include:
 - Establishing ground rules with pupils - as in all aspects of PSHE a set of ground rules helps create a safe environment.
 - Using 'distancing' techniques.
 - Knowing how to deal with unexpected questions or comments from pupils.
 - Encouraging reflection.

12 Dealing with questions

- 12.1 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.
- 12.2 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'.
 - 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).
 - Colleagues or the 'developing self' team can always be consulted for support. It may be 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, for example, "At the moment we are looking at 'X', in year 4 you will look at 'Y' in more detail."
 - Recognise different views are held, for example, about contraception.
 - Place within the context of the schools SRE curriculum past and in the future.
 - 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.
 - If a pupil needs further support, s/he could be referred to the school nurse, school counsellor, helpline or outside agency.
 - If you have concerns about sexual abuse, follow the Bourne school protection procedures.

13 Resources

- 13.1 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.
- 13.2 The materials are available for parents/carers to view.

14 Consultation with pupils

- 14.1 A key aspect in employing effective teaching and learning strategies is the involvement of our pupils in their learning. We provide opportunities for them to evaluate the resources and also the teaching methods they preferred, were most comfortable with and best met their needs.

15 Recording and assessment

- 15.1 In addition to the pupils' self-assessment, teachers will assess pupils through informal methods, such as observations and discussions with a particular focus; e.g. how well they listen to the views of others, baseline data may also be used before and after a unit of work to aid assessment.
- 15.2 Elements of SRE that occur in the science curriculum will be assessed, through recorded work, to establish levels of knowledge and understanding, monitored by the science team.

16 Monitoring and assessment of SRE

- 16.1 Teachers evaluate the lessons to aid future planning.
- 16.2 Monitoring takes place mainly through liaison between the ‘developing self’ team and class teachers. There may be opportunities to observe other teachers and team-teach.

17 Specific issues

- 17.1 We recognise that specific issues 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.
- 17.2 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.
- 17.3 Teachers will be offered support and training to deliver the programme sensitively and effectively. This may involve support from the ‘developing self’ team, the senior management team / outside agencies and the school nurse. Staff delivering SRE will not be expected to deal with sensitive/challenging issues beyond those outlined in the curriculum content.
- 17.4 Pupils may ask questions or seek information about specific issues. They need not be answered directly, but may be addressed individually later, possibly after consultation with colleagues, (See the section on dealing with questions).

18 Staffing

- 18.1 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.
- 18.2 No member of staff will be forced to teach SRE if they are not confident in doing so. The ‘developing self’ team will offer support and make arrangements to ensure the delivery of the SRE programme.

19 Training and development needs

- 19.1 We will provide appropriate training for all staff and governors whenever necessary and at least every 3 years.
- It is essential that all staff have opportunities to update knowledge and access resources.
 - All staff need time to clarify their own attitudes and assumptions about SRE in order to reach a consensus about the value context in which SRE education is presented.
 - Work in this area cannot be value free but pupils benefit from clear messages. All staff need opportunities to clarify what those should be.
 - Training will include the appropriate ways to respond to issues and discussions raised by children in an informal setting.
 - All staff will be informed of and offered training, when necessary, on issues related to confidentiality and child protection.

20 Visitors

- 20.1 We welcome the support of visitors offering specialist support and links with the community. The school nurse, other health professionals and Theatre in Education groups, may be involved at different stages of the programme.
- 20.2 Visitor sessions always complement the existing SRE provision and never replace or substitute teacher-led curriculum provision.
- 20.3 Whenever visitors are involved, teachers will ensure that they have discussed and shared the planning, form and content of the input they intend to provide. Visitors will only provide input alongside teaching staff; the teacher will always be present and be responsible for classroom management.
- 20.4 Visitors delivering SRE in a classroom setting need to follow the guidelines on confidentiality (as set out below) and work within the school's value framework and SRE programme. On a one-to-one basis school nurses, doctors and local counselling services can offer confidentiality with their own professional guidelines. Where appropriate, pupils will be given the opportunity to ask questions and seek information confidentially.

21 Confidentiality

- 21.1 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.
- 21.2 Pupils in our school will be constantly reminded of the benefits of confidentiality. Pupils will also be told, in age and maturity appropriate language that teachers can keep confidentiality except when the teacher is concerned about their safety or that of another child. When appropriate, pupils will be informed of sources of confidential help such as the school nurse (in a one-to-one setting) and Childline.
- 21.3 Teachers and support staff are aware that teaching sex and relationship education can lead to pupil disclosures. 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.

22 Liaison with parents and carers

- 22.1 Our school would like to share 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 enable parents/carers to support our SRE programme.

- 22.2 We may use a questionnaire to consult with parents and carers about their thoughts, attitudes and needs concerning sex and relationship education and whether they have any religious or cultural beliefs they would like us to take into account. The questionnaire will be translated, if appropriate.
- 22.3 We will send letters to inform parents and carers of the content of the SRE programme and to invite all parents and carers to a meeting.
- 22.4 We will also give parents / carers the option of discussing any concerns with their class teacher or 'developing self' team. Parents and carers will be given opportunities to view videos used in the sex and relationship education programme. When appropriate children's work will be sent home to be shared and discussed with the family.
- 22.5 On occasions parents with babies may be invited into the school as part of the sex and relationship education programme. (See section on Visitors)
- 22.6 We will also do our best to 'support parents in talking to their children about sex and relationship education'. We may provide parents with the [fpa leaflet](#) 'Talking to your child about sex'.
- 22.7 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 (As outlined in the section 'AIMS of SRE'). Parents and carers who wish to exercise this right should talk with 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.

23 Implementation of this policy

- 23.1 This policy, including the supporting guidance will be implemented and delivered by all staff.
- 23.2 A summary of this policy is on the school website and available on request.
- 23.3 The opportunity for parents to attend a meeting to support the implementation of this policy has been outlined in the section on 'Consultation with Parents and Carers.'

24 Monitoring and Review of Policy

- 24.1 The review and monitoring process will be the responsibility of the 'developing self' team and will include:
- Review of planning and guidance.
 - Liaison with class teachers.
 - Classroom observation in line with other curriculum areas.
 - 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.
 - Release time for the 'developing self' team to enable them to carry out the above.
- 24.2 Governors in liaison with class teachers have the opportunity to observe SRE sessions where appropriate. The 'developing self' team is available to discuss the SRE programme with them informally.

24.3 This policy will be reviewed every two years