

BARNS GREEN PRIMARY SCHOOL

Sex & Relationship Education Policy

OUR SCHOOL VISION

We will help our pupils
We will
We will allow them to
We will help them

Learn
Inspire them,
Flourish and
Excel

These are the building blocks for a successful **LIFE**.

We are a child-centred school. Every decision we make is in the child's interest.

We encourage pupils to become confident learners.

We are all members of a Learning Family and we speak and listen to each other honestly.

We listen especially carefully to our pupils.

We recognise the value of individuality.

We make sure every child can achieve excellence.

We celebrate everyone's success and learn from our mistakes.

Ours is a safe, caring and happy school.

2014

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“Sex and Relationships Education is lifelong learning about physical, moral and emotional development. It is about understanding 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. It is not about the promotion of sexual orientation or sexual activity.” (DFE July 2000)

Our children learn about sex and relationships from the very youngest age, even if we don't talk with them. Some of the things they learn are incorrect, confusing and frightening. In a world where sex is used to sell things from food to fast cars, and celebrities' lives become everyone's business, we should talk to our children to help them make sense of it all.

As well as this, in the UK we have the highest rates of teenage pregnancy in Western Europe. We also have high rates of sexually transmitted infections (STIs). Effective SRE does not encourage early sexual experimentation - but it does enable young people to mature, to build up their confidence and self-esteem and to understand the reasons for delaying sexual activity until they are ready.

Parents and carers are the key people for their child's learning about sex and relationships and schools should always work in partnership with home. Parents and carers need to know that the school's SRE programme will complement their role and support them in the education of their child regarding sex and relationships. Barns Green Primary School will ensure that parents' and carers' views are heard and that taught SRE is culturally appropriate and inclusive of all of our children.

AIMS AND OBJECTIVES

There are three main elements to our SRE programme:

- Gaining knowledge and understanding
- Developing positive attitudes and values
- Extending personal and social skills

At Barns Green Primary School, we have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate.

The objectives of Sex and Relationship Education at Barns Green Primary School are:

- To enable our pupils to make responsible, informed and healthy decisions about their lives, both now and in the future.
- To teach our pupils to respect themselves and others so they can move confidently from childhood through to adolescence and into adulthood.
- To provide a supportive learning environment in which pupils can develop their feelings of self worth and confidence, especially in relationship to others.

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Sex and Relationships Education in the context of the National Curriculum: Legal requirements

Barnes Green Primary School has a statutory duty to teach the following as part of the National Curriculum Science Orders

Key Stage 1 (Years 1 & 2)

- notice that animals, including humans, have offspring which grow into adults

Key Stage 2 (Years 3, 4, 5 & 6)

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.
- describe the changes as humans develop to old age.
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Parents do not have the right to withdraw their child/children from these above aspects of the Science curriculum.

FOUNDATION

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

Key Stage 1

Through work in science, children learn about the life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and Citizenship, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them.

They also learn about personal safety.

Key Stage 2

In science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction. In RE and Citizenship, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

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The Sex and Relationships Education Programme (SRE) is organised by the SE Co-ordinator. Specific SRE lessons are delivered in Key Stage 2 and cover the following themes.:

Year 3 & 4	Years 5 & 6
Differences: <ul style="list-style-type: none"> To introduce children to life cycles; To explore the difference between male and female; To enable children to reflect on difference between male and female other than physical differences. 	Changes: <ul style="list-style-type: none"> To introduce children to the physical and emotional changes that occur during puberty; To consider some of the changes over which we have no control and the choices we can make concerning those over which we do have control.
How did I get here: <ul style="list-style-type: none"> To explain that a baby develops inside a mother's womb and both the male and female sex parts are needed to make a baby; To enable children to reflect on their development from babies; To inform children about conception and the growth of a baby in the womb, 	How babies are made: <ul style="list-style-type: none"> To explain how babies are made; To explore the idea of relationships, including friendships, parent-child and family relationships and adult sexual relationships.
Growing-up: <ul style="list-style-type: none"> To show that we grow and change, as do all living things; To show that some changes are social, that we become more independent and able to think about others as well as ourselves; To look at identity and self-esteem, and reinforce the belief that we are all special. 	How babies are born: <ul style="list-style-type: none"> To explain how a baby develops in the womb during pregnancy and how babies are born; To consider the needs of babies before and after birth; To enable children to reflect on roles and relationships in the family.

SRE is taught by the class teacher on a two year rolling programme. A range of teaching methods are used which include use of video, discussion and looking at case studies.

Sex and relationship education is usually delivered in mixed gender groups. However, there are occasions where single gender groups are more appropriate and relevant.

Resources to teach sex and relationship education include fiction, reference books, leaflets and extracts from videos.

We use: Channel 4 Living and Growing - Units 1 & 2 (Available from Channel 4 Learning)

Consulting Parents

Materials which will be used in the school's SRE Programme can be seen by parents in school on request to the Headteacher who is the designated teacher with responsibility for coordinating sex and relationship education.

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The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to discuss the content of the lessons and to view the videos and resources being used.

Parents have the right to withdraw their children from those aspects of sex and relationship education not included in the National Curriculum Science Orders - alternative work will be set.

SEX AND RELATIONSHIPS EDUCATION - POLICY AND PRACTICE

- A designated teacher will have overall responsibility for the provision of the programme, for monitoring developments within sex education and for recommending to governors any amendments that she feels necessary and appropriate.
- Parents will receive prior notification of the SRE Programme to enable them to discuss issues with staff or their own children.
- Materials used in the SRE Programme will be available to parents on request.
- Parents may withdraw their children from all or part of the school's SRE Programme if they wish.
- The SRE Programme will cover aspects of personal hygiene, puberty, menstruation, pregnancy and birth.
- The children will be taught in both single and mixed gender groups as appropriate.
- If questions are asked by children outside the SRE Programme, the designated sex education teacher will use her discretion in answering them in an appropriate manner and at an appropriate and suitable time.
- Every child – including those with protected characteristics (see Equality Policy) is entitled to receive SRE.
- It is our intention all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required.
- The school's SRE Policy is subject to annual review.

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer all questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom or one which is beyond the Key Stage 2 objectives, children will be encouraged to discuss this at home.

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If a member of staff is unwilling to discuss particular issues due to their own religious beliefs it is their responsibility to inform the Headteacher prior to commencement of the unit of work so that alternative provision may be made.

Use of visitors

"Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator's and teacher's responsibility to plan the curriculum and lessons."
Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11

When appropriate, visitors such as the school nurse may be involved in the delivery of sex and relationship education, particularly in Key Stage 2.

Children with special needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

Child Protection / Confidentiality

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the Head Teacher /Designated Child Protection person in line with the LEA procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist.

Monitoring and Evaluation

Monitoring is the responsibility of the head teacher, Governors' Teaching & Learning Committee and teacher with responsibility for sex and relationship education.

The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change if required.

This policy document will be available to Parents via our website or via requesting a paper copy from the school office.

This policy will be reviewed in February 2017

Links with other policies

This policy is linked with the following policies:

PSHE & Citizenship
Equality
Child Protection

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Behaviour
Anti Bullying

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