

Relationships and Sex Education Policy

2017 - 2018

at

**Braunstone Community
Primary School**



Introduction

In addition to the National Curriculum, the Department for Education published Sex and Relationships Education (SRE) guidance in 2000 (ref DfEE 0116/2000), which although is not statutory, schools must take into consideration. It states that every Primary School should:

- Have an SRE program tailored to the age and maturity of children.
- Ensure that boys and girls know about puberty before they experience it, and how babies are conceived and born.
- Focus their relationships education on friendships, bullying and self-esteem.

In March 2017, the Government announced in a policy statement that SRE will become mandatory by September 2019 in all schools in England, including academies and free schools. In primary schools, the emphasis will be on teaching children about safe and healthy relationships and staying safe. This will be included in the curriculum right from Reception, through to Year 6. While we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. As there have been many changes since 2000, we aim to protect children from inappropriate online content, bullying, harassment and exploitation. We do not use sex education as a means of promoting any form of sexual orientation.

In all our work in this area, BCPS makes careful consideration of age appropriateness.

Aims

- To look at different types of relationships, including friendships, family relationships and dealing with strangers.
- To recognise and understand and build healthy relationships including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict and also how to recognise unhealthy relationships.
- How relationships may affect health and wellbeing, including mental health.
- Healthy relationships and safety online.
- To provide reassurance that physical, emotional and social changes are normal and acceptable
- To counter myths and misinformation – to examine opinions and encourage discussion
- To inform the children of the changes that male and female bodies undergo during puberty
- To inform the children of the changes that male and female bodies undergo during puberty
- To inform the children what happens when sexual intercourse takes place
- To explain to the children that sexual intercourse can lead to pregnancy
- To emphasise the value of sex within a stable loving relationship where care and respect are paramount
- To encourage awareness, respect and responsibility to oneself and to others

Objectives

- To provide opportunities for pupils to acquire knowledge and understanding about sex
- To enable our pupils to make responsible, informed and healthy decisions about their lives, both now and in the future
- To build pupils' self esteem
- To enable those who have concerns, to be able to ask for help
- To develop and equip pupils with the knowledge, attitudes and skills necessary to avoid peer group pressures
- To teach our pupils to respect themselves and other 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

Knowledge

- How bodies change during puberty
- Facts about reproduction and birth
- Education about sexuality and relationships

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

Legal requirements

Braunstone Community Primary School has a statutory duty to teach the following as part of the 2014 National Curriculum Science Orders.

EYFS

Children learn about the concept of male and female and about young animals. In ongoing PSED (Personal Social and Emotional Development) work, they develop skills to form friendships and think about relationships with others.

Key Stage 1

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

- 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.
- In Science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction. In RE, 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.
- The Sex and Relationships Education Programme (SRE) is organised by the Science subject leader and the Curriculum Development leader, in consultation with the Headteacher Specific SRE lessons are delivered in Years 5 and 6 and cover the following themes.

Year 5

'Changes'

These sessions cover understanding how to stay safe, how to stay healthy, the physical changes that take place during puberty, why they happen and how to manage this change and also how relationships may affect health and wellbeing, including mental health.

Year 6

'How Babies are Made'

'How Babies are Born'

These sessions explain how babies are made within the context of a stable, loving relationship. They show the children how a baby develops in the womb and how a baby is born.

'Girl Talk'

'Boy Talk'

These sessions further explore the physical and emotional changes that take place to both boys and girls during puberty. The sessions will also discuss how relationships need respect, commitment, tolerance, boundaries and consent, and how to manage conflict and how to recognise healthy relationships.

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

Key Stage 2

SRE is taught by the class teacher. A range of teaching methods are which include use of video, discussion and looking at case studies.

Sex and Relationships 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 Relationships Education include fiction, reference books, leaflets and extracts from videos. We use: **Channel 4 Living and Growing - Units 2 & 3** (Available from Channel 4 Learning)

We will also have a time for children to have an opportunity to communicate their questions anonymously via having a 'Question Box' where these will be looked at by the Year 6 class teachers before the sessions and they will answer these questions sensitively and in line with our SRE curriculum and policy.

When we will be teaching the SRE in Year 5 and 6, we will inform all other teachers so they can support all children.

Consulting Parents

Materials which will be used in the school's SRE Programme can be seen by parents in school on request to class teachers responsible for coordinating Sex and Relationships Education.

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 Relationships Education not included in the National Curriculum for Science - alternative work will be set.

Sex and Relationships Education – Policy and Practice

- A senior member of staff, leading on Curriculum Development and the Headteacher, will have overall responsibility for the provision of the programme, for monitoring developments within sex education and for recommending to governors any amendments that he/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 but not the element directly relating to the National Curriculum as outlined above.
- The SRE Programme will cover aspects of personal hygiene, different types of relationships, healthy relationships, how these relationships can affect health and wellbeing including mental health, how to stay safe online, puberty, menstruation, pregnancy, birth, sex, sexual health and sexuality set firmly within the context of relationships.
- 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 class teacher will use his/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 questions as honestly as possible but questions they do not feel comfortable answering within the classroom or ones which are not age appropriate and beyond the Key Stage 2 objectives, will not be answered or explored.

Use of visitors

Visitors should complement but never substitute or replace planned provision. It is the Science Subject Leader and the teacher's responsibility to plan the curriculum and lessons. *(from 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 Relationships 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 Relationships Education.

Child Protection / Confidentiality

Teachers need to be aware that effective Sex and Relationships 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 LA 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, named governor and teacher with responsibility for Sex and Relationships 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.

Category:	Teaching and Learning/Curriculum
Purpose:	To teach our pupils about the physical, moral and emotional development so they can understand the importance of marriage for family life, stable and loving relationships, respect, love and care. Also, the teaching of sex, sexuality and sexual health.
Date ratified:	May 2017
Review Date:	<i>This policy will be reviewed annually or as and when circumstances change by the LT. Any suggested amendments will be presented to the Governing Body for approval.</i>
Coordinator/s:	Science Leader/Curriculum Development Leader/HT
Governor link:	Teaching and Learning
Signed (& dated) by:	 Alan Curtis (Chair of Governors)

Year 5 Curriculum Planning

Changes	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7
Year 5	<p>L.Q. Can I explain how to keep my body healthy clean?</p> <p>I know what hygiene is.</p> <p>I can explain how to keep my body clean.</p> <p>I can identify when I need to clean my body.</p> <p>I know how to keep my body healthy and safe.</p> <p>I can make healthy choices regarding drugs and alcohol.</p>	<p>L.Q. Can I explain what love is and what the diverse types of love are?</p> <p>I know that in life I will love things and people in diverse ways.</p> <p>I know that I will hold diverse types of relationship.</p> <p>I know how relationships may affect health and wellbeing, including mental health.</p>	<p>L.Q. Can I explain what happens to our bodies during puberty?</p> <p>I understand that bodies change as we grow.</p> <p>I know that these happen at different times for different people.</p> <p>I can name some of the ways our bodies will change.</p>	<p>L.Q. Can I explain how girl’s bodies change during puberty?</p> <p>I know what the menstrual cycle is.</p> <p>I know how it affects girls and how they respond to it, including how they feel about themselves.</p>	<p>L.Q. Can I explain how boy’s bodies change during puberty?</p> <p>I understand how boys’ bodies change during puberty.</p> <p>I know the that the testes produce sperm.</p>	<p>LO: To understand how babies are made</p> <p>I know that you need special relationship between a man and a woman.</p> <p>I understand the process involved in sexual intercourse and how this create life.</p>	<p>LO: To understand how babies are born</p> <p>I can begin to know how a baby grows during pregnancy.</p> <p>I can begin to describe the process of child birth.</p> <p>I can begin to discuss how different religions welcome life.</p>

Year 6 Curriculum Planning

Changes	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Year 6	<p>L.Q. Can I explain different relationships and what love is?</p> <p>I know that there are different types of relationships, including friendships, family relationships and dealing with strangers.</p> <p>I can recognize understand and can build healthy relationships including self-respect, commitment, tolerance, boundaries, consent, how to manage conflict and how to recognise unhealthy relationships.</p> <p>I know what love is and can explain how it feels.</p>	<p>L.Q. Can I explain what happens in a human life cycle?</p> <p>I know what is needed to make a baby.</p> <p>I can explain what happens during fertilization.</p> <p>I can explain how a baby starts to grow.</p>	<p>L.Q. Can I explain how a baby develops in a womb?</p> <p>I know that a baby is developed in the womb over nine months.</p> <p>I can explain how babies are born.</p> <p>I know why relationships are important when having a baby.</p> <p>I can describe the responsibilities and needs of having a baby.</p>	<p>L.Q. Can I explain what happens to girls during puberty?</p> <p>I can explain the physical and emotional changes of girls, during and the onset of puberty.</p> <p>As a boy, I can explain what happens to girls during puberty.</p> <p>I can explain what happens during menstruation and common problems faced by girls.</p>	<p>L.Q. Can I explain what happens to boys during puberty?</p> <p>I can explain the physical and emotionally changes for boys during and the onset of puberty.</p> <p>As a girl, I can explain what happens to boys during puberty.</p> <p>I can explain the potential problems that maybe faced by boys during sexual intercourse.</p>	<p>L.Q. Can I explain what sex is?</p> <p>I can explain how relationships develop.</p> <p>I can explain how sex is portrayed in the media and how the media use it to sell products.</p> <p>I know how to stay safe online.</p> <p>I can explain what happens during conception and how contraception can prevent this from happening.</p> <p>I can describe stereotypes towards sex and relationships.</p> <p>I can make comparisons with my own development and reflect upon my own relationships in positive ways.</p>

Year 5 Letter to Parents

Monday 12th May 2017

Dear Parent/Carer,

RE: Sex and Relationship Education (SRE) for Year 5 pupils.

(Specify when), the Year 5 pupils will start learning about relationships and how the body changes including puberty. We shall explore the changes to our bodies during puberty and understanding how babies are made and born. All resources used are age appropriate and have been specially written for primary school pupils. Pupils will have the opportunity to ask appropriate questions in a variety of ways e.g. writing questions and posting them anonymously in a questions box or asking them verbally if they feel confident to do so.

We would like to invite parents and carers to a short briefing to inform you of the content that we will be covering on (specify date and time). This will include an opportunity for you to ask any questions that relate to the teaching content that you wish to clarify. Teaching and policies are aligned with the requirements of the National Curriculum 2014, therefore there are certain aspects of the Curriculum what we must teach. Please find the attached Sex Education Policy for further information.

Yours sincerely,



Ms. J. Mahil
Headteacher

Year 5 Sex and Relationship Education Briefing

I shall/shall not (delete as appropriate) be attending the SRE briefing on (specify date).....

I have seen the above letter and policy. Yes/ No (circle as appropriate)

Comments (if any):

Signed:..... (Parent/Carer)

Year 6 Letter to Parents

Monday 12th May 2017

Dear Parent/Carer,

RE: Sex and Relationship Education (SRE) for Year 6 pupils.

(Specify when), the Year 6 pupils will start learning about relationships and how the body changes including puberty. We shall explore the human life cycle from conception to the birth of a baby. All resources used are age appropriate and have been specially written for primary school pupils. Pupils will have the opportunity to ask appropriate questions in a variety of ways e.g. writing questions and posting them anonymously in a questions box or asking them verbally if they feel confident to do so.

We would like to invite parents and carers to a short briefing to inform you of the content that we will be covering on (specify date and time). This will include an opportunity for you to ask any questions that relate to the teaching content that you wish to clarify. Teaching and policies are aligned with the requirements of the National Curriculum 2014, therefore there are certain aspects of the Curriculum what we must teach. Please find the attached Sex Education Policy for further information.

Yours sincerely,



Ms. J. Mahil
Headteacher

Year 6 Sex and Relationship Education Briefing

I shall/shall not (delete as appropriate) be attending the SRE briefing on (specify date).....

I have seen the above letter and policy. Yes/ No (circle as appropriate)

Comments (if any):

Signed:..... (Parent/Carer)