



## **Barn Croft Primary School**

### **Sex and Relationships Education Policy**

It is a statutory requirement that all state schools teach Sex and Relationship Education (SRE) , delivering a curriculum that..

- ***'promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society***
- ***prepares pupils at the school for the opportunities, responsibilities and experiences of later life'(section 2.1. National Curriculum framework, DfE, 2013)***

The '*Sex and Relationship Education Guidance (DfEE 0116/2000)*' states that

***'Sex and relationship education 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 about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity'.***

***The Department for Education's paper, The Importance of Teaching (2010), states that 'children need high quality sex and relationships education so they can make wise and informed choices'.***

***The Ofsted report 'Not yet good enough: personal, social, health and economic education in schools – May 2013, states that 'failure to provide high quality , age appropriate sex and relationships education may leave children and young people vulnerable to inappropriate sexual behaviours and exploitation, particularly if they are not taught the appropriate language, or have not developed the confidence to describe unwanted behaviours, do not know who to go to for help, or understand that sexual exploitation is wrong'.***

#### **National and local context**

The UK has the highest rates of teenage pregnancy in Europe and the Government has developed strategies to change this situation. High quality SRE for pupils in primary and secondary schools is seen as a key element in achieving this. Waltham Forest has one of the highest populations of young people in the UK. Although, the teenage pregnancy rates in the borough have fallen considerably over the last ten years, local government is keen to maintain the downward trend. In addition to all this, at Barn Croft Primary school we believe that SRE is fundamental as part of child development and paramount to helping our children develop healthy relationships with clear boundaries that keep them safe and healthy.

## **What is sex and relationship education?**

Sex and Relationship Education (SRE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip pupils with the information, skills and values, which will enable them to remain safe, to take responsibility for their sexual health and well being and develop healthy relationships. This is taught at age-appropriate times from Nursery age to the end of secondary school.

Our school is in the London Borough of Waltham Forest. We serve children from a diverse socio-economic, cultural, and faith background which reflects our local community. 70% of our pupils have English as an additional language, whilst 25% have special educational needs.

At Barn Croft Primary School we see SRE as essential to developing healthy relationships and behaviours. We also seek to equip our children with the skills to assess and manage risk. We are committed to ensuring that our programme is relevant to all pupils (and is taught in a way that is age and stage appropriate). Therefore, we will pro-actively seek the views of parents and carers, allowing the parent voice to be clearly heard and responded to. We will also ensure that taught SRE is culturally appropriate and inclusive of all our children.

This policy covers our school's approach to sex and relationships education. Our SRE programme will not only look at physical changes, but also focus on clarifying attitudes, developing self-esteem and skills in managing relationships.

## **Moral and Values Framework**

Our programme is based on our values, which are also part of the PSHE and Citizenship programme, and promotes....

- the value of stable loving relationships
- respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views
- self esteem and emotional health and well-being
- the formation and maintaining of healthy relationships, based on respect for themselves and for others, at home, school, and in the community.

## **Aims and Objectives for Sex and Relationship Education**

The aim of SRE is to provide children with age appropriate information, which enables them to explore attitudes and values and develop skills in order to empower them to make positive decisions about their health and related behaviour. This should take place with consideration of the qualities of relationships within families.

Furthermore, the SRE curriculum will aim:-

- 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 relation to others

- To encourage our children to develop the skills of listening, empathy, talking about feelings and relationships with families and friends.

## **Objectives**

Our school aims to provide a graduated, age-appropriate SRE programme emphasising the social and emotional aspects of relationships.

Education about relationships **for 3-7 year olds** will focus on the building of self-esteem and confidence by encouraging learners to:

- respect, value and care for themselves and others,
- value recognise and communicate their feelings,
- form friendships and relationships,
- respect boundaries – their own and other peoples.

SRE will teach **7-11 year olds** to understand:

- the range of their own and others' feelings and emotions,
- the importance of good self esteem and confidence, especially in their relationships with others;
- the importance of personal safety and what to do or to whom to go when feeling unsafe,
- how to develop and use communication skills and assertiveness skills to cope with the influences of their peers and the social media,
- and be prepared for puberty and adulthood, including physical and emotional changes that take place at puberty, including conception, pregnancy and birth,
- how to develop skills for a healthier, safer lifestyle,
- how to be confident, participating members of society and to value themselves and others;

## **The teaching programme for Sex and Relationship Education**

### **Legal requirements.**

All schools must teach the following as part of the National Curriculum Science Orders, parents do not have the right to withdraw their child(ren) from this part of the curriculum.

### **National Curriculum Science**

#### Key Stage 1

- that animals including humans, move, feed, grow, and use their senses and reproduce
- to recognise and compare the main external parts of the bodies of humans
- that humans and animals can reproduce offspring and these grow into adults
- 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.
- Every child is entitled to receive SRE regardless of their ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, or socio-economic background.

- It is our intention that 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.

Such a programme can successfully follow the outline given below;

### **Early Years/Foundation Stage**

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 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 including the birth of a baby in years 5 & 6. Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE, PSHE 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. should focus on the development of skills and attitudes not just the acquisition of knowledge. In ICT, they will learn about the dangers of 'sex-ting' and how to be safe when when using computers.

This content has been agreed in consultation with governors, parents and teaching staff. (when consultation period is over).

### **The organisation of Sex and Relationship Education**

The PSHE co-ordinator is the designated teacher with responsibility for co-ordinating SRE.

SRE is delivered through science, RE, PSHE, Citizenship, ICT and literacy activities. Primarily SRE will be delivered as part of PSHE and is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse. Our school will ensure that staff have the necessary training and support to enable them to confidently deliver the our SRE programme. A range of teaching methods which involve children's full participation is used, ensuring that pupils gain access to information and support they need. These include use of video, discussion, looking at case studies, drama and role play. All of which is selected on the basis of their appropriateness to pupils.

Resources to teach SRE will include fiction, reference books, leaflets and extracts from videos. For

example:

Channel 4 Living and Growing video Unit 1, 2 & 3 plus work books.

Unit 1 5-7yrs Differences / How did I get Here? / Growing up

Unit 2 7-9 yrs Changes / How babies are made / How babies are born

Unit 3 9-11yrs Girl talk / Boy talk / Let's talk about sex

Available from 4 Learning, PO Box 400 Wetherby LS23 7LG Tel. 08701 246444

SRE is usually delivered in mixed gender groups. However, there may be occasions where single gender groups are more appropriate and relevant. Teaching is conducted in a safe learning environment through the use of ground rules and distancing techniques so that pupils are not expected to discuss their own personal issues.

### **Dealing with difficult questions**

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting. If faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

For example:

- If a question is too personal, the teacher will remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as a school counsellor or school nurse.
- Teachers should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way that discourages giggling and silliness.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- If a teacher doesn't know the answer to a question, the teacher will acknowledge this, and suggest that the pupil or teacher or both together research the question.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher will acknowledge it and promise to attend to it later on an individual basis. To maintain trust and respect, the teacher must remember to talk with the pupil later and if concerned that a pupil is at risk of sexual abuse, they will follow the school's child protection procedures.

As part of the SRE programme, an anonymous question box will be made available to encourage children to ask difficult questions anonymously.

### **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. Where necessary, additional support will be given to work with parents to coordinate this.

### **Confidentiality and Handling Disclosures**

All staff, pupils and parents should be aware of the boundaries regarding confidentiality within the curriculum.

Teachers cannot offer or guarantee absolute confidentiality, but should ensure pupils are informed of sources of confidential help, e.g. school nurse, counsellor. Where there are concerns, child protection procedures will be followed.

### **Child Protection**

Teachers need to be aware that effective SRE, which brings an understanding of what is, and is not, acceptable in a relationship, can lead to disclosure of a child protection issue. If a member of school's staff suspects that a child is a victim of, or they have reason to believe that he/she is at risk of abuse, they should be aware of the procedures for reporting their concerns and to whom they should do so. The senior member of staff with designated responsibility for child protection is the Head Teacher.

If a member of staff is accused of abuse, the procedures outlined in the school's child protection and safeguarding policy will be followed.

### **Parental consultation**

At Barn Croft Primary School we value the views of our school community and endeavour to adopt a partnership approach. We liaise closely with parents /carers to reassure them of the content of the SRE programme, the context within which it is taught, and to support them in their teaching of SRE ensuring they feel confident engaging in discussions about the subject with their children. Parents will be informed when aspects of the SRE programme are taught and will be given opportunities to view videos and resources being used. This policy document and SRE scheme of work is available on the school website and feedback regarding its' content is welcome.

Furthermore, the school will help support parents in:

- Helping their children learn the correct names of the body
- Talking with their children about feelings and relationships
- Answering questions about growing up, having babies, feeling attraction sexuality, sex, relationships and sexual health with age appropriate material

Parents have the right to withdraw their children from those aspects of SRE, not included in the National Curriculum Science Orders, alternative work would be set.

### **Pupils**

Pupils have an entitlement to age and circumstance appropriate SRE and to pastoral support. They will be consulted to ensure that their needs and views are central to the delivery of SRE.

### **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.

## Monitoring and Evaluation

SRE is monitored and evaluated by SLT, the governing body (standards & curriculum committee) as part of the school's development plan. Evaluation of our programme can include:

- Questionnaires at the end of units or as part of an end of year review
- Feedback from pupils, parents/carers and teachers about particular aspects of the SRE curriculum
- comparison with baseline of pupil' existing knowledge, understanding and skills

This will help us assess children's learning, identify any training needs and ensure that the programme remains relevant to the needs of our pupils. Any change will be reflected in the school prospectus.

SRE issues will be included in the induction programme for all new members of staff.

## Process for Policy development

We aim to develop this policy through consultation and in partnership with:

- Parents/carers – meetings, surveys
- Staff
- Governors – Standards & Curriculum committee
- Pupils

## Links with other policies

This policy is linked with the following policies:

Single Equality Policy  
Safeguarding & Child Protection  
Behaviour Policy  
Anti Bullying Policy

These policies can be found on our website.

SRE at Barn Croft is reviewed throughout the year to ensure that it is delivered to a high standard and that our community is part of this ongoing process.

This policy will be reviewed by February 2020

Adopted by Governors .....

Signed by Chair of Governors ..... Date.....

Names of people involved in developing this policy:

Mrs Chris Moses – SENDCo & Deputy Headteacher  
Ms Tracey Griffiths – Head Teacher & Designated Safeguarding Leader.