



Sex and Relationships Education (SRE) Policy

At Blue Sky Federation we believe that SRE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (Sex Education Forum 1999). Sex education enables children to understand their bodies and to become aware of their sexuality. It helps children to analyse situations and to understand their feelings and responses. It encourages them to develop an awareness of and respect for themselves and others, to become aware of the options open to them and to make responsible decisions based upon an exploration of the facts.

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

The 1996 Education Act consolidates all relevant previous legislation and states that all primary schools must provide an up to date policy that describes the content and organisation of SRE provided outside the National Curriculum Science Order. The DfE Sex and Relationship Education Guidance (2000) supports this legislation and recommends that all primary schools should have a sex and relationships education programme tailored to the age and physical and emotional maturity of the children.

Moral and Values Framework

The SRE programme at Blue Sky Federation reflects the school ethos and demonstrates and encourages the following values:

- Respect
- Teamwork
- Effort
- Humility

And our Christian Values of love and friendship

Equal Opportunities Statement

The school is committed to the provision of SRE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support from SEN staff.

Content

We teach these topics every two years and the children will be taught in year groups rather than classes. The objectives covered are as follows...

Year 1/2

- * To know the names for the main external parts of the body, including agreed names for sexual parts
- * To think about what our bodies can do
- * To understand that we have responsibility for our bodies and that they belong to us
- * To appreciate how amazing our bodies are
- * To know how to keep our bodies clean and why this is important

Year 3/4

- * To know the names for the main external parts of the body, including agreed names for sexual parts
- * To understand the physical differences between men and women
- * To value our own bodies and their uniqueness
- * To understand how to keep our bodies clean
- * To know who has responsibility for keeping our bodies clean now and how this might change in the future
- * To understand a range of ways in which illness and diseases can be spread
- * To consider social changes as we grow-up in terms of responsibility, freedom etc.

Year 5/6

- * To identify male and female sexual parts and to describe their function
- * To know about the changes that will take place through puberty, why they happen and how these can be managed
- * To know that physical changes happen at different rates for different people
- * To understand how friends, family and the media can affect our body image
- * To know about new reasons for personal hygiene linked to puberty
- * To think about ways in which we can prevent diseases from being spread (including HIV)

In addition, Year 6 will receive the following teaching, some of which will be in single-sex groups. This teaching is provided for Year 6 pupils every year.

- * To know the stages of the human lifecycle, including sexual intercourse
- * To think about how we have some responsibility for other people's emotions
- * To consider the need for love and trust in marriage and relationships
- * To have a basic awareness of responsible parenting choices
- * To understand and respect a wide range of family arrangements (e.g. fostering, second marriages, same-sex relationships and extended families)

In **Key Stage 1** pupils learn to recognise similarities and differences between themselves and others, identify and share their feelings with each other, recognise safe and unsafe situations and identify and be able to talk to someone they trust.

Sex education will arise spontaneously when children ask questions. It also occurs across the curriculum throughout the year, e.g. through Science lessons on life processes. Pupils questions will be answered sensitively and with due consideration for any particular religious or cultural factors (where known).

We believe that staff and parents have a joint responsibility for helping children with this topic. In the early years honest answers and teaching are given to satisfy a child's natural curiosity and at a level suitable for the child to understand. Opportunities are taken to discuss embryos, birth and bodies as part of the general cycle of human, animal and plant life – sometimes introduced through topics such as "Ourselves" and discussed when celebrating the birth of a new baby in the family, or the arrival of animal babies, which is an exciting event and the topic of individual or class conversation.

Particular care and sensitivity is taken in matching discussions to the maturity of the pupils involved, which may not always be adequately indicated by their chronological age. Our teaching aims to help pupils cope with the physical and emotional challenges of growing up and to give them an elementary understanding of human reproduction.

In **Key Stage 2** pupils learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs. They learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and well-being of others. Life processes are discussed including the physical changes that take place at puberty, why they happen and how to manage them. Materials used reflect the age and cultural backgrounds of the pupils. The range of material used is available to parents/carers and informative books are available to children in the library.

In Year 6 we deal more directly with maturation and puberty. Sex education is an integral part of children's education and is only dealt with as a separate subject with the older children in Year 6 through the use of a range of appropriate materials including the BBC „Sex and Relationship Education“ and the Channel 4 programme „Growing and Changing“. Topics covered in the programmes include „Growing Up“, „The Cycle of Life“, „Feelings“, „Family Life“ and „Friendships“. These programmes are not only concerned with factual information but also with the development of attitudes and values, relations with other people, respecting the rights and feelings of others and developing responsible relationships.

The teacher will answer sensitively and appropriately questions arising in the discussions following the programmes. It is usual for the children to raise questions on the subjects of AIDS, drug abuse and sexual orientation. If questions on these subjects are not forthcoming from the children the teacher may introduce them naturally. Parents will be informed when children will be viewing the series of programmes prior to them being shown and will be invited into school to watch these videos. Parents have the right to withdraw their children from these lessons if they wish (see below).

We use the teaching of sex education as an opportunity to discuss moral considerations, the value of committed long term relationships (within or outside marriage) between individuals and the importance of strong family values. We believe that sex education can protect children and instil an attitude of respect. Taught with openness before puberty it can prevent what is sometimes called "an unhealthy attitude to sex" borne of ignorance and half truths gleaned from peers. Children are exposed to sex and sophisticated sexual innuendo from the mass media, so we believe it is important that this school presents a balanced view.

Organisation

SRE is not delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social and Health Education (PSHE). At Blue Sky Federation the *main* content is delivered in PSHE lessons in the second half of the summer term to all year groups. This ensures a coherent spiral curriculum.

SRE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Active learning methods which involve children's full participation are used when appropriate.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of SRE in school. Blue Sky Federation has a code of practice for using visitors to support the delivery of PSHE:

Visitors are invited in to school because of the particular expertise or contribution they are able to make (e.g. school nurse, doctor, health visitor);

- All visitors are familiar with and understand the school's SRE policy and work within it;
- All input to PSHE lessons are part of a planned programme and negotiated and agreed with staff in advance;
- All visitors are supervised/supported by a member of staff at all times;
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

Elements of the sex education in the science curriculum are assessed formally. Evaluation of the SRE programme outside the science order is conducted using a variety of informal activities which have been built into the programme. Teachers are required to keep their own personal evaluation of such lessons and these are used by the coordinator to inform future planning.

Northrepps Primary School believes in the importance of training for staff delivering SRE. Staff are encouraged to access appropriate training and support to help them deliver effective SRE.

Specific Issues within SRE

Withdrawal

Parents/Carers have the right to withdraw their children from all or part of the sex and relationships education provided at school except for those parts included in the statutory National Curriculum. Those parents/carers wishing to exercise this right are invited in to see the Headteacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed.

Materials are available to parents/carers who wish to supplement the school SRE programme or who wish to deliver SRE to their children at home.

Confidentiality

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he

talks to the Senior Designated Safeguarding person or Alternate before any decision is made.

The child concerned will be informed that confidentiality is being breached and told the reasons why. The child will be supported by the teacher throughout the process.

Safeguarding

The school has a separate Safeguarding Policy. Effective SRE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

Controversial and Sensitive Issues

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Dealing with Questions

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned.

Sexual Identity and Orientation

Blue Sky Federation believes that SRE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context.

Dissemination

All staff members and governors receive a copy of the SRE policy. Copies are available from the school office on request from parents. It is also available on our federation website.

Agreed by: *Staff & Governors* *Date: May 2017*

Review date: May 2019

Signed by the Chair of Governors: *John Longhurst.....Mr J Longhurst*

Signed by the Headteacher: *Angie Hamilton..... Mrs A Hamilton*

Date:08/06/17