

## **Broomfield School Sex & Relationships (SRE) Policy**

### **Our Vision Statement**

#### **We aim to be an outstanding learning community where:**

- where the rights of all are recognised and respected
- pupils, parents, governors and staff are all engaged in learning
- pupils are able to make informed decisions about their learning and well-being
- teachers have high expectations and meet the needs of all learners
- we recognise and celebrate the achievements of each person while continually striving to improve
- we are all reflective learners
- we all place great value on respectful relationships and work hard to listen, understand and respect the rights of others
- we are all resilient; we don't give up when we find learning difficult
- we are resourceful; we ask questions, imagine 'what if ...?' and make links
- we take risks, have a go and we are not scared of being wrong

### **Background Information**

Broomfield School is a Community Primary School catering for children between the ages of 4 and 11.

It is situated on the southern edge of Northallerton and has extensive grounds and playing fields.

The school opened at Easter 1972 and has been extended to provide seven classrooms with a computer suite within the main building and two mobile classrooms adjacent to the playground. One of the mobile classrooms is used to accommodate a before and after school club as well as providing a teaching area during school time.

Approximately 260 children are on roll and numbers are forecast to rise over the next few years. Currently the children are taught in 10 mostly mixed-age classes by 9 full time and 3 part-time teachers.

### **Moral and Values Framework**

Sex and relationship education will reflect the values of the PSHE and Citizenship programme. It will also reflect our commitment to the rights of every child, especially the right to make informed decisions about all matters affecting a child's well-being. SRE will be taught in the context of relationships.

In addition, SRE will promote self esteem and emotional health and well being and help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

## **Policy Statement**

SRE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings.

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 in accordance with article 17 of the Convention on the Rights of the Child (CRC).

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 relationship education programme tailored to the age and physical and emotional maturity of the children.

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

The aim of SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. It also should provide them with a clear understanding of the equal rights of all, so they can develop an awareness of how their decisions and actions can affect themselves and others.

This should take place with consideration of the qualities of relationships within families.

The objectives of Sex and Relationship Education are;

- To provide the knowledge and information to which all pupils are entitled to in accordance with the rights of every child.
- To clarify/reinforce existing knowledge
- To raise pupils' self esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood

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

### **Legal requirements**

All schools must teach the science as part of the National Curriculum, parents do not have the right to withdraw their child/children.

A copy of the national curriculum can be obtained from the school office or from DfE website [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/210969/NC\\_framework\\_document\\_-\\_FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/210969/NC_framework_document_-_FINAL.pdf)

Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs, disadvantaged and looked after children. 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.

Such a programme can successfully follow the outline given below;

### **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 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 PSHE 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 birth of a baby.

Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE and PSHE, 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.

Sex and relationship education focuses on the development of skills and attitudes not just the acquisition of knowledge.

This content has been agreed in consultation with governors, parents and teaching staff.

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

Mrs Gill is the designated teacher with responsibility for coordinating sex and relationship education.

Sex and relationship education is delivered through science, RE, PSHE, English activities and circle time. Sex and relationship education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the health professionals.

A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of video, discussion, looking at case studies, drama and role play.

Sex and relationship education is usually delivered in mixed gender groups however, there may be 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.

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

Health for Life – Ages 4 – 7, 8 – 11

What's the Score on Bullying? – Rowantree group

### **Specific Issues within SRE**

#### **Specific Issues**

- **Parental consultation**

The school includes information on sex and relationship education in the school prospectus and full details are available on request.

The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents 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 would be set.

However this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's 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 who is the Designated Child Protection person in line with the LA procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist.

- **Links with other policies**

This policy is linked with the following policies:

PSHE

Equalities

Child Protection

Confidentiality

Behaviour

Anti Bullying

Some of these are available on the school website, others can be requested from the school admin office.

- **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 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.

- **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.

### **Monitoring and Evaluation**

Monitoring is the responsibility of the head teacher, named governor PSHE leader. The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents.

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

This policy document is placed on the school website following approval by the full governing body.

Any change will be reflected in the school prospectus.

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

**This policy will be reviewed by Staff, pupils and governors**

**Adopted by Governors                      June 2012 and reviewed every 2 years**

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