

Brooke V.C. CoE Primary School



Sex and Relationship Education (SRE) Policy

December 2017

To be reviewed December 2020

1. Aims of the SRE Policy

Sex and Relationship Education (SRE) aims to equip all pupils with accurate, unbiased knowledge about sex and relationships and to help acquire life skills that will help them make good use of this knowledge. It will also give pupils the opportunity to explore and respect their own and others' opinions, attitudes and values. All pupils will revisit topics so they build upon their existing knowledge and skills throughout the school.

The aim of this policy is to provide a working document that gives clear guidance to staff, parents and governors for SRE. The school promotes the following spiritual, moral, social and cultural aspects in their teaching of SRE:

- self respect;
- respect towards others;
- taking account of other people's feelings;
- mutual support and cooperation;
- honesty;
- accepting the responsibility for the consequences of our own actions;
- the right of people to hold their own views;
- not imposing our views on other people and respecting the beliefs and lifestyles of different cultures;
- the right not to be abused by other people or taken advantage of;
- the right to accurate information about sex and relationship issues;
- developing the ability to make sense of conflicting media messages.

The school ensures that effective SRE is available to all pupils. Parents are informed about our SRE programme and are invited to view our teaching materials should they wish to. The teaching of SRE at Brooke Primary takes into account the needs of individual pupils and takes their cultures, faiths and family backgrounds into consideration. Pupils with special educational needs are given support as deemed necessary by their teacher for that specific child at that particular time. SRE is taught through both science and PHSE curriculum.

SRE is usually taught by a member of staff who will know the children well and therefore this should ensure a feeling of trust when tackling sensitive issues.

2. Outline of topics covered in each year group

Normal class rules will be followed during SRE lessons; in addition, it will also be necessary to establish the need to prevent personal questions and the need to explain to children that if a teacher suspects that they are at risk from harm, then they will need to tell another adult. Active learning techniques such as circle time, role play, paired and group discussion, interviewing and presentations, are used in the teaching of SRE as much as possible. Pupils will be given many opportunities to reflect on what they have learnt in SRE lessons.

Most of SRE is delivered in mixed sex groups. However sometimes, both boys and girls cover the same material but may then given opportunities to discuss what has been covered in single sex groups where they might feel more comfortable doing so.

Foundation stage: Naming simple body parts, living and non living things, how much more can you do now than when you were a baby?

Key Stage 1: parts of the human body, life cycle of a human and how our capabilities change from baby to adult, looking after our bodies through healthy eating, exercise and personal hygiene.

Key Stage 2: life cycles of mammals, conception and birth in humans, changes and development at puberty through to old age, friendships and relationships, diversity and respect for others, emotions and prejudice, stereotypes and decision making.

3. Using visitors to deliver SRE

External staff may occasionally be used to deliver aspects of SRE but as their availability cannot be relied upon, the SRE programme is taught with no assumption of support from external speakers. If a visitor is used they will be supervised by a member of staff at all times.

4. Confidentiality

As children mature, issues of a more personal nature may be raised. Staff will ensure that these are discussed in a confidential manner unless they are concerned that the child is at risk from harm.

Whilst it is respected that everyone has the right to their own viewpoint on sensitive issues, all SRE content is taught without bias to allow pupils to form their own informed opinions and to show respect to others with different viewpoints.

5. Informing parents/carers and parents right to withdraw their child

In upper KS2, parents are invited to view the resources used to teach SRE and they are also informed by letter of their right to withdraw their child. However, if parents are uncomfortable with any aspects of the SRE curriculum, they are encouraged to speak to the child's teacher in the first instance.

6. Parental consent

Should parents wish to remove their child from SRE lessons, they are asked to discuss the matter with the Headteacher. If they ultimately decide and give their consent for withdrawal, the child will be given work to do in another class whilst those parts of SRE not included in the Science National Curriculum are delivered.

7. Safeguarding Procedures

The school has an appointed member of staff who is responsible for safeguarding procedures. If a teacher suspects that there is a safeguarding issue, they need to inform this person and record any evidence that supports their concerns (see Safeguarding and Child Protection Policies).

As part of SRE ground rules, teachers need to make it clear to pupils that if they suspect that anyone is at risk from harm, they will need to tell another adult.

8. Dealing with sexually explicit questions

- It will be made clear at the start of every SRE lesson that personal questions about children or adults are inappropriate.
- Questions which relate directly to taught material and arise as the lesson is taught will be answered as a whole class.
- An anonymous question box will be used for all other questions, but pupils will be told that this will be filtered. For questions which are not answered it will be suggested that children ask their parents / carers. The use of the question box means that children will be able to ask questions which they may not have felt confident to ask in a whole class setting, whilst giving the teacher time to assess the suitability of the question and prepare the answer.

9. Policy Review

This policy will be reviewed every 3 years. Each teacher will evaluate the impact of their teaching of SRE for future delivery and make any relevant changes.