

BULLION LANE PRIMARY SCHOOL
Sex and Relationships Policy

Introduction

Bullion Lane Primary School believes there should be a whole school approach to Sex and Relationships Education (SRE). This document has been compiled using:

- ◆ SRE: Guidance for Schools DfES/Healthy Schools
- ◆ Input from parents, staff and governors.

Definition

Effective SRE is essential if young people are to make responsible and well-informed decisions about their lives. It should not be delivered in isolation but firmly rooted within the framework for PSHCE.

Our school believes that this should be done from early years and repeated throughout the child's development in a gradual and incremental way. The successful programme will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

The National Healthy Schools' Standard provides a useful and supportive framework for delivering SRE.

Scope

This statement of policy relates to all pupils, staff, parents and governors of Bullion Lane Primary School . The age range of our pupils from 3 – 11 represents a significant change in the development and attitudes of the child and this must be acknowledged in the creation of this policy and subsequent developments to the approach in implementing SRE strategies.

Entitlement

Children

All children are provided with a broad and balanced curriculum reflecting the school ethos and values. The delivery of SRE should take place through a variety of learning strategies using a wide-range of teaching approaches to accommodate the different learning styles.

Equal Opportunities

All pupils are given equal opportunities to participate in a broad, balanced and relevant curriculum regardless of class, gender or ethnicity. Our approach to SRE aims to ensure equal access for children of all physical, emotional and academic abilities.

LGBT/Different Families Equality

The school promotes equality of opportunity between lesbian, gay, bisexual and transgender people and endeavours to eliminate any prejudice by dealing sensitively with these issues in assemblies and lessons when and where appropriate.

We recognise that pupils come from many different types of families (single parent, same sex parents, step parents, families where one parent is in prison, foster carers for example). This is also covered throughout the school through PSE lessons, discussions and age appropriate assemblies. We have a range of books for children to access.

Special Educational Needs And Disabilities

Pupils with special educational needs (SEND) have equality of access to this programme through a suitably differentiated curriculum with appropriate support and in accordance with the school's SEND policy.

Child Sexual Exploitation (CSE) and Female Genital Mutilation (FGM)

Staff are reminded of the need to be aware of the possibility of such abuse at Primary and secondary school age and to be alert to any signs or symptoms that they should pass on to the CP Coordinator immediately.

Parents and Governors

Parents and governors are entitled to know that the non-statutory requirements for PSHCE, SRE and drugs education are being met for the pupils of this school via the implementation of the policy and guidelines. Parents will be regularly informed of their child's progress and achievements in all aspects of PSHCE through parent's evenings and annual written reports. Parents who wish to withdraw their children from non-statutory SRE will be consulted as to how they could best meet their child's needs and assistance will be offered if requested.

Principles

- ❖ The policy and provision are evaluated and reviewed regularly.
- ❖ Resources of time, people and equipment are planned, budgeted for and detailed when appropriate on the School Development Plan.
- ❖ The governing body of this school discharge their statutory responsibility with regard to PSHCE.
- ❖ Planning of all strands of PSHCE ensures continuity and progression across all year groups and key stages.

Staff with Key Responsibility

The Headteacher/Governors have overall responsibility for SRE issues within the school and the management of SRE incidents. The subject leaders are responsible for overseeing the planning and coordination of SRE.

Aims of SRE

The aim of SRE is to provide opportunities for pupils to develop their awareness of the changes to their bodies, to feel comfortable with themselves and their interactions with others. They are also encouraged to develop their knowledge, skills, attitudes and understanding towards SRE and appreciate the benefits of a healthy lifestyle, relating this to their own and others' actions.

By increasing pupils' understanding and clarifying misconceptions SRE should improve knowledge of:

- ◆ How their body changes;
- ◆ How the processes of reproduction takes place in plants, humans and animals;
- ◆ How relationships are affected by emotions and the strategies needed for them to be safe and in control.

SRE may in some circumstances be taught discreetly whilst at other times class teachers may feel it more appropriate to deal with issues in a cross-curricular way.

Objectives

Foundation Stage and Key Stage 1

In accordance with National Curriculum, our children should be taught about:

- ❖ Ways of keeping safe and people who can help them stay safe
Sharing their opinions on things that matter to them and explain their views
- ❖ Recognise, name and deal with their feelings in a positive way
- ❖ Recognising choices they can make and the difference between right and wrong
- ❖ Making simple choices and improve their health and well-being
Knowing that animals, including humans, move, feed, grow, use their senses and reproduce.
- ❖ Recognising and comparing the main external parts of the bodies of humans and other animals using accurate biological terminology.
- ❖ Recognise and understand that humans and other animals can produce offspring and that these offspring grow into adults .

Key Stage 2

Pupils should be taught about:

- ◆ Why and how rules and laws are made and enforced and why different rules are needed in different situations .
- ◆ School rules about health and safety, basic emergency procedures and where to get help.

- ◆ That pressures to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.
- ◆ Recognising and challenging stereotypes .
- ◆ Recognise that life processes common to plants, humans and other animals include growth and reproduction
- ◆ Recognise the main stages of the human life cycle.

Resources

All resources in the form of books and photocopiable sheets will be stored in classrooms and the library.

Staff Support and Training

Continuing professional development will be carried out as and when directed in line with needs of the School Development Plan.

Assessment, Monitoring and Evaluation

Assessment is regarded as an integral part of teaching and learning and is an ongoing process. It is the responsibility of the class teacher to assess all pupils in their class in accordance with the school's assessment policy. This policy and the accompanying scheme of work will be monitored for its effectiveness and will be updated and reviewed regularly.

Role of Subject Leader

The leaders of this subject will:

- Ensure continuity and progression from year to year.
- Provide all members of staff with a scheme of work to show how the aims are to be achieved and how all aspects of SRE can be delivered.
- Advise and support colleagues in the implementation of the scheme of work.
- Assist with the requisition and maintenance of resources required for the teaching of the scheme of work.

- Monitor planning.

Role of Class Teacher

The class teacher will:

- Answer any questions that arise honestly and appropriately.
- Ensure progression in the acquisition of skills.
- Develop and update their skills, knowledge and understanding of this subject.
- Plan effectively in teams.
- Report to parents.

Role of the Governors

Governors have a key role to play in the development and implementation of the school's Sex and Relationships Education Policy.

Management of SRE Incidents

Any disclosures of inappropriate SRE incidents should be dealt with in accordance with the Child Protection Policy and details passed on to the Headteacher as soon as practicable.

Dealing with the Media

This will be the exclusive role of the Head Teacher (or Deputy if the Head is unavailable) having consulted first with the Local Authority press office.

External Contributors:

Class teachers should always retain responsibility for the class. External contributors will not be used to address the SRE scheme of work but will be used to add an extra dimension to the teacher. Any visitor who has unsupervised access to children, such as the school nurse, will be required to complete a Criminal Records Bureau (CRB) check. Whether an

external contributor is CRB checked or not, the policy of this school is that the class teacher will be present throughout in order to maintain discipline as well as devising follow-up work to reinforce pupils' learning

This policy document, which has been agreed by the Governing Body, will be regularly reviewed by the coordinators in liaison with governors and appropriate agencies including the local police and the school nurse.

Monitoring & Evaluation Comments

Signed: _____ **(Chair Of Governors)**