

# Brookburn Primary School

## Sex and Relationship Education (SRE)

### Aims

At Brookburn Primary School we believe that all children should experience a planned programme of sex and relationship education that offers the opportunity to explore attitudes & values, develop personal & social skills and learn the facts necessary for life.

The school's SRE programme will be taught in the context of relationships as part of the PSHE provision. The teaching of SRE will promote children's self-esteem, physical, moral and emotional well-being and help them to form and maintain worthwhile and satisfying relationships.

Every pupil will receive their full entitlement to SRE\* regardless of their gender, race, ethnicity, faith or sexual orientation (\* see 'right to withdraw' in **Appendix ii**).

The school's SRE programme will provide information which is relevant and appropriate to the age and maturity of the pupils.

### Objectives

#### **1. To ensure all have equal access to the sessions.**

Teachers will consider appropriate groupings in respect of pupil experience and need. Mixed-gender classes will be the norm for the younger pupils.

Year 6 girls and boys will be taught separately to avoid possible embarrassment e.g. when discussing menstruation. All year 6 will be taught about issues relevant to the broad sex education programme to avoid misconcepts and speculation.

#### **2. To deal with difficult questions appropriately.**

Sex and Relationship Education can sometimes raise difficult questions (**see Appendix iii & appendix iv**). In our school, questions that are class appropriate will be covered with the whole class. If a question is too explicit, is inappropriate for the age of the pupil or for the whole class, then it will be acknowledged and attended to later on an individual basis. Teachers will advise that pupils should not give out personal information in class, but speak to an adult they trust after the lesson, e.g. school nurse, teacher, learning mentor, parent / carer of other trusted adult.

Questions from children will be answered in a manner which is straightforward, honest, and age and maturity appropriate, to ensure that all children feel equally valued within the school community (**see Appendix v**).

If a question is raised that alerts a member of staff to a pupil that is at risk of sexual abuse, then the school's Safeguarding Procedures should be followed (see child protection below).

#### **3. To make use of the positive contribution from external professionals.**

Health professionals who are involved in delivering programmes are expected to work within the schools' Sex and Relationship Education Policy, under the instruction of the Head

teacher. However, when they are in their professional role they should follow their own professional codes of conduct. Visiting Health Professionals are involved in implementation of the Sex Education Policy only after detailed consultation concerning lesson content and method of teaching. The class teacher will remain in the lesson throughout.  
**(see Appendix vi).**

#### **4. To ensure parents are kept informed of the SRE provision and delivery.**

Some parents will want the school to take total responsibility for educating their child about Sex and Relationship with little involvement from themselves while other parents may not want the school to give their child any information about this subject at all. These parents have the 'right to withdraw' their children from the SRE curriculum. If parents wish to withdraw a child they should discuss their concerns with their child's Class Teacher, the PSHE lead and the school's Head Teacher. In the situation where children are withdrawn from SRE lessons the school will find alternative activity for those children. Notification is always sent to parents in advance.

#### **5. To deliver Sex Education through the broader PSHE requirements.**

##### **a) PSHE**

Sex and Relationship Education sits within the PSHE curriculum and as such is planned, delivered, co-ordinated, assessed and monitored in line within the school's PSHE Policy. The SRE programme includes raising awareness about lesbian and gay sexuality and the diversity of loving families.

##### **b) Anti-bullying**

This is linked to the school's broader policy on anti-bullying and includes strategies for tackling diversity and homophobic bullying in school.

##### **c) E-safety**

This is covered in the computing curriculum and policy and teaches about safe use of computers and protecting identity and personal details on social media sites and forums.

##### **d) Child Protection**

If any disclosure occurs during a SRE lesson or concerns are raised, teachers will follow the school's procedure for Child Protection/Safeguarding.

##### **e) Confidentiality**

Children have rights under the Children's Act 1989 and can thus expect to be treated sensitively regarding seeking information and advice. However, staff will not give guarantees of confidentiality where the safety and welfare of a child is at risk.

**(see appendix i & ii).**

The PSHE lead is responsible for the implementation and monitoring of the SRE policy.

#### **Date and Review of the Sex and Relationship Education Policy.**

The governors agreed this policy on 9th December 2014 (date)

and it will be reviewed in partnership with staff, again December 2017 as part of the 3 year policy review cycle unless there are changes in National or Local Guidance.

# Appendix

## **(i) National Curriculum Science – Sex Education (statutory) 2014**

The formal SRE elements of the National Curriculum Science Orders across all key stages are mandatory for all pupils of primary and secondary age and cover the biological aspects of SRE.

## **(ii) National Curriculum PSHE – Sex and Relationship Education (non-statutory) 2014**

It is widely recognised that sex education should be more than solely science if it is to meet children's needs. The national Sex and Relationship Education Guidance (DfEE, 0116/2000) advises schools on themes that should be covered in SRE to support pupils through their physical, emotional and moral development. This includes:

- Being taught to respect their own bodies
- Their responsibilities to others, and being aware of the consequence of sexual activity
- Building positive relationships with others involving trust and respect
- The importance of committed long term and loving relationships, including marriage
- The importance of self-control, including managing risk
- Hygiene issues
- Cultural difference and diversity in relation to aspects of SRE

In addition, the 1996 Education Act, the Learning and Skills Act 2000, together with the Sex and Relationship Guidance, state that:

- All schools must have an up to date policy that describes the content and organisation of SRE provided outside the National Curriculum Science Order. It is our school governing body's responsibility in consultation with the Head teacher, to ensure that the policy is developed and made available to parents for inspection.
- All maintained primary school governing bodies must decide whether SRE should be included in their school's curriculum and if, so, what the educational provision should consist of and how it should be organised. They must keep a written record of their decisions.
- \* All parents have the **'right to withdraw'** their children from all or part of the school's SRE programme except the formal SRE elements found in the statutory National Curriculum Science.

**(iii) Additional relevant legislation: The Equality Act 2010 And Schools:** The teaching of SRE should meet the needs of all young people whatever their developing sexuality or family circumstances. Schools should adhere to this guidance dealing sensitively and appropriately with issues around sexuality. For more information see:

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>.

## **(iv) Section 28**

This Act was repealed in November 2004. All schools and teachers must deal openly and honestly with issues related to homophobic bullying and sexual orientation, e.g. lesbian and gay sexuality.

## **(v) OFSTED**

Under Section 10 of the Schools Inspections Act 1996, OFSTED is statutorily required to evaluate and report on the spiritual, moral, social and cultural development of pupils at any school they inspect and this also includes evaluating and commenting on a school's Sex and Relationship Education Policy.

**(vi) Implementation: Curriculum**

The minimum statutory requirement for SRE is that schools must deliver the National Curriculum for Science to all children (see table below). In addition, a planned and co-ordinated approach to PSHE can provide an appropriate framework for the delivery of a comprehensive SRE programme. Key Stage 3 has been included to illustrate the transition to high school

<b>National Curriculum Science</b>		
<b>Key Stage 1</b>	<b>Key Stage 2</b>	<b>Key Stage 3</b>
<ul style="list-style-type: none"><li>• Animals, including humans, move, feed, grow, use their sense and reproduce.</li><li>• Children should recognise and name the main external parts of the human body.</li><li>• That humans can produce offspring and these grow into adults. Children should recognise similarities</li></ul>	<ul style="list-style-type: none"><li>• That the life processes common to humans and other animals include nutrition, growth and reproduction.</li><li>• About the main stages of the human life cycle, including puberty.</li></ul>	<ul style="list-style-type: none"><li>• That fertilisation in humans ... is the fusion of a male and a female cell</li><li>• About the physical and emotional changes that take place during adolescence</li><li>• About the human reproductive system, including the menstrual cycle and fertilisation</li><li>• How the foetus develops in the uterus</li><li>• How the growth and reproduction of bacteria and the replication of viruses can affect health</li></ul>