

PRIMARY SEX AND RELATIONSHIPS (SRE) POLICY

RATIONALE

The opening of the 1988 Education Act states that *schools are required to provide a curriculum which prepares pupils for the opportunities, responsibilities and experiences of adult life*. Sex Education forms an essential element of such a curriculum.

Section 46 of the Education (No. 2) Act (Jan 1987) states that where sex education forms part of the school curriculum it is given in such a manner as to encourage those pupils to have due regard to moral considerations and the value of family life. It is necessary to recognise diversity of experience when promoting the advantages of family life - family to mean a group of people living together in a stable and loving relationship.

Schools must teach the statutory requirements of SRE within the National Curriculum Science Programmes of Study for all phases. This includes the biological aspects of naming body parts, puberty, reproduction and infection avoidance

The values in SRE are consistent with the values underpinning the National Curriculum, which aims to enable all children and young people to become:

- successful learners who enjoy learning, make progress and achieve;
- confident individuals who are able to live safe, healthy and fulfilling lives, and
- responsible citizens who make a positive contribution to society, and which promotes the spiritual, moral, cultural, mental and physical development of learners.

UNDERSTANDING SRE

- Sex and relationships education (SRE) at the Primary School level is learning about our bodies, health and relationships; with a focus at the appropriate stage, on puberty and growing up, sexual reproduction in animals and humans, dealing with emotions and managing personal relationships.
- SRE is taught gradually, so that learning can be built up year-by-year in a way that is appropriate to the age and maturity of each child; responds to the needs they have, and enable them to successfully manage the challenges they face as they grow up.
- SRE teaches children and young people to develop values, attitudes, and learn personal and social skills, and increase their knowledge and understanding to enable them to make informed decisions and healthier life choices.
- SRE makes an essential and significant contribution to safeguarding children and young people during their school-age years and into the future. SRE should enable young people to develop skills and confidence to access professional advice and appropriate health services. It enables

children to understand their physical and emotional development and enable young people to take increasing responsibility for their own health and wellbeing and that of others.

- SRE within Personal Social Health and Citizenship Education (PSHCE) is an important part of a whole-school approach to pupil well-being. Pupils who are happy in their relationships with peers and adults at school are likely to be better able to learn. By addressing a range of personal and social issues and providing information about where and how to get help, SRE supports pupils who face difficulties to get help and thus helps them to stay on track with learning. SRE within PSHCE education is the most obvious location for specific coverage of issues relating to bullying, gender equality and sexuality.

AIMS for Effective teaching of SRE

- to reflect the values of the BSG school ethos and community
- to teach SRE gradually, so that learning can be built up year-by-year in a way that is appropriate to the age and maturity of each child; responds to the needs they have, and enable them to successfully manage the challenges they face as they grow up.
- to set SRE in the context of clear values, including the value of family life, marriage and of loving and stable relationships in bringing up children
- to teach children and young people to develop values, attitudes, personal and social skills, and increase their knowledge and understanding to make informed decisions and life choices
- to teach SRE through the statutory requirements of the National Curriculum Science Programmes of Study and through well planned PSHCE and a robust SRE policy. Other subjects can support the delivery of SRE.
- to ensure that SRE is accessible to all pupils including those with special educational needs (SEN)
- to be sensitive to faith and cultural perspectives; promote equality, inclusion and acceptance of diversity; promote strong and stable relationships; and provide children with a clear sense of rights and responsibilities
- to ensure that teaching strategies include using interactive learning methods that support participation and encourage reflection; establishing ground rules, and responding to/being conscious of pupils existing knowledge and experience
- to maintain a balance between giving proper attention to relevant issues and respecting pupils' and parents' views and feelings, particularly in respect of religious values and unusual family circumstances.

Programme of study

AT BSG, SRE will be taught within the statutory requirements of the National Curriculum Science Programme of Study and the non-statutory national curriculum framework for PSHCE

SRE has three main elements:

Values and attitudes

Because of the personal and social nature of the topics covered in SRE, **values and attitudes** are a central part of learning and moral development. There are clear values that underpin SRE including:

- mutual respect,
- the value of family life, marriage and of loving and stable relationships in bringing up children
- rights and responsibilities, for self and others
- commitment to safety and wellbeing
- gender equality
- acceptance of diversity, and
- that violence and coercion in any relationship are unacceptable

Knowledge and understanding

SRE should also increase pupils' **knowledge and understanding** at appropriate stages by:

- learning and understanding emotional and physical development
- understanding human sexuality, reproduction, sexual health, emotions and relationships
- understanding the positive benefits of loving, rewarding and responsible relationships

Personal and social skills

As well as knowing facts, it is important that children and young people develop **personal and social skills** to make informed decisions and life choices, including:

- learning to identify their own emotions and those of others
- managing emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- communicating openly and respectfully about relationships
- making and carrying out decisions
- developing an appreciation of the consequences of choices made
- coping with and resisting unwelcome peer pressure
- managing conflict
- learning how to identify risk,
- recognising and avoiding exploitation and abuse, and
- asking for help and accessing advice and services.

Integration within PSHCE

PSHCE education provides the context for focussing on the less biological aspects of SRE, such as how to develop and maintain effective relationships of all types, and to learn ways of keeping safe and healthy. Many of the skills and attitudes developed and explored through SRE are common to other aspects of PSHCE

Citizenship at all Key Stages can contribute to SRE by, for example, providing opportunities for pupils to:

- understand rules and law and how they relate to rights and responsibilities
- consider different points of view
- explore moral, social and cultural issues
- discuss and debate topical issues

Contribution of Social and Emotional Aspects of Learning (SEAL)

SEAL is a comprehensive programme used at BSG to develop the social and emotional skills of all pupils through a whole- school approach and across the curriculum. The skills are in five groupings:

- self-awareness
- managing feelings
- empathy
- motivation, and
- social skills

The SEAL programme acknowledges that schools will have a range of different approaches to the development of the social and emotional skills of pupils. These approaches will be influenced by the needs of pupils.

SEAL helps to develop an ethos that supports PSHCE but it does not replace it. It creates a safe and emotional healthy school environment where pupils can learn effectively. The skills pupils learn through SEAL help them to become responsible citizens.

Cross curricular links

There are also opportunities for making cross-curricular links more broadly, with English, Drama, History, Geography and ICT. Cross curricular activities are not a substitute for a planned SRE programme but they can enhance and reinforce learning.

SRE for pupils with special educational needs (SEN)

At BSG we have a duty to ensure that children with special educational needs are properly included in SRE. We will take account of the fact that more active teaching methods may be needed for young people whose learning is slower, giving plenty of practice of skills and familiarisation with situations. Specialist resources will be needed, and may need to be more

explicit than those used with their peers. Specific strategies or courses may need to be devised to support pupils in SRE to reflect their particular individual needs (such as pupils with autism or Asperger's syndrome who will need support with understanding social situations and communication issues).

Key Stage 1 – Sex and Relationships Education in the Curriculum		
PSHCE: Non-statutory Framework (NC, 1999)	Science: Statutory Programme of study: (NC, 2014)	Questions to help pupils to explore SRE within the national curriculum
<p>Pupils should be taught:</p> <p>Developing a healthy, safer lifestyle</p> <ul style="list-style-type: none"> About the process of growing from young to old and how people’s needs change The names of the main parts of the body Rules for, and ways of, keeping safe and about people who can help them to stay safe <p>Developing good relationships and respecting the differences between people</p> <ul style="list-style-type: none"> To recognise how their behaviour affects other people To listen to other people, and play and work cooperatively To identify and respect the differences and similarities between people That families and friends should care for each other That there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying 	<p>Pupils should be taught:</p> <p>Animals including humans:</p> <ul style="list-style-type: none"> identify, name, draw and label the basic parts of the human body to notice that animals, including humans, have offspring which grow into adults be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. 	<ul style="list-style-type: none"> What are the differences between girls and boys’ bodies? What are the correct words for the external parts of our bodies ? Where do babies come from? How much have I changed since I was a baby? How do I feel about these changes? What do I understand about keeping secrets? Who can I tell if I have a secret or worry? What is the difference between good touch and bad touch? How can I be a good friend? How do I like to be treated by people I know including friends and family? How am I different and similar to other people?

Key Stage 2 – Sex and Relationships Education in the Curriculum		
PSHE: Non-statutory Framework (NC, 1999)	Science: Statutory Programme of study: (NC, 1999)	Questions to help pupils to explore SRE within the national curriculum

<p>Pupils should be taught:</p> <p>Developing confidence and responsibility and making the most of their abilities</p> <ul style="list-style-type: none"> To recognise as they approach puberty, how people’s emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way <p>Developing a healthy, safer lifestyle</p> <ul style="list-style-type: none"> About how the body changes as they approach puberty To recognise the different risks in different situations and then decide how to behave responsibly, including....judging what kind of physical contact is acceptable and unacceptable That pressure 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 <p>Developing good relationships and respecting the differences between people</p> <ul style="list-style-type: none"> That their actions affect themselves and others, to care about other people’s feelings and to try to see things from their point of view To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships To recognise and challenge stereotypes 	<p>Pupils should be taught:</p> <p>All living things:</p> <ul style="list-style-type: none"> To describe the life process of reproduction in some plants and animals. (Y5/6) Pupils should find out about different types of reproduction, including sexual and asexual reproduction (Y5/6) To compare how different animals reproduce and grow. (Y5/6) about the changes experienced in puberty (non-statutory) (Y5/6) 	<ul style="list-style-type: none"> How do I feel about physical and emotional changes at puberty? What skills do I need to cope with my feelings such as mood swings? How do boys and girls’ bodies change during puberty? What is the normal variation in our bodies – before and after puberty? How does puberty vary for each individual, including differences in age puberty starts and how puberty can be affected by disability or a medical condition? How is puberty part of my sexual development (including production of eggs/sperm)? What do I understand about the different ways in which people are able to show love between parents/carers and children and between friends? What are some of the ways that people behave in a loving and happy relationship? What kinds of abuse could happen in relationships, including hurting feelings and violence? Are there different expectations about how girls and boys behave in relationships and what other choices do they have? What is sexist bullying and homophobic bullying and
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<ul style="list-style-type: none"> • That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability • Where individuals, families and groups can get help and support 		<p>what skills do I need to do something about it?</p> <ul style="list-style-type: none"> • Who can I talk to if I am unhappy or worried?
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At the beginning of each term, teachers will provide parents with a summary of PSHCE/SRE content to be covered.

Parents do have the right to withdraw their child from SRE, with the exception of statutory aspects covered in the Science National Curriculum.

BSG requests that parents considering withdrawal first speak to the Primary Coordinator to discuss the curriculum in greater detail, prior to making a decision. If withdrawal is wished for, then a request should be put in writing to the school principal.

Acknowledgements:

pshe-association.org.uk

The National Curriculum Gov.uk

Department for Education 'Draft consultation document – Sex and Relationships Education Guidance to Schools'

Policy written: August 2015

Mrs. J. Smith

Primary Co-ordinator

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