



*Opening up the world for our
children and families*

Sex and Relationships (SRE) (draft policy for consultation)

Date: April 2021

Review: April 2023

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What Is Sex and Relationship Education?

Sex and Relationship Education is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

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. 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 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 following as part of the National Curriculum Science Orders, parents do not have the right to withdraw their child/children.

National Curriculum Science

Key Stage 1

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults.

Key Stage 2

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age.

SRE involvement

- 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

The organisation of Sex and Relationship Education

Sex and relationship education is delivered through science and PSHCE lessons using the Cambridgeshire PSHCE scheme of work. Sex and relationship education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse.

Parental consultation

Any parent has a legal right to withdraw their children, either wholly or partly, from receiving sex and relationship education in school, other than sex and relationship education contained within the National Curriculum Science Orders, alternative work would be set. 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.

Child Protection

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 /Designated Child Protection person in line with the LA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

Controversial and Sensitive Issues

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinions.

Dealing with Difficult Questions

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the member of staff responsible for safeguarding if they are concerned.

The Role of Visitors in regards to SRE

Visitors are invited in to school because of the particular expertise or contribution they are able to make. All visitors are familiar with and understand the school's SRE policy and work within it.

Confidentiality

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named member of staff responsible for Safeguarding, who may confer with the head teacher before any decision is made. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Sexual Identity and Sexual Orientation

Burrowmoor Primary school believe that SRE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context.

Assessing and Monitoring

The SRE policy is to be reviewed every two years and appropriate amendments to be made where needed. Information from staff, survey results and quantitative data will all feed in to the review of the SRE policy to ensure effectiveness and relevance.

Appendix 1

The following table shows the Sex and Relationships Education (SRE) curriculum taught across Burrowmoor Primary School

Year	SRE Content	Emotional Literacy and Social Skills
R	Understanding our bodies Keeping clean People who care For me Growing up	<p>To understand and value what my body can do.</p> <p>To describe my own appearance and name external body parts including using agreed names for the sexual parts.</p> <p>To recognise similarities and differences between the bodies of girls and boys.</p> <p>To understand ways in which my body has changed since I was a baby.</p> <p>To understand ways of looking after my body and keeping it clean.</p> <p>To understand how members of my family and other trusted people care for me.</p> <p>To understand ways in which I can take responsibility for looking after myself and how growing up makes me feel.</p>
Y1	Body knowledge Body functions and changes Body awareness and image Personal hygiene Illness and disease prevention	<p>To recognise the main external parts of my body, including agreed names for sexual parts.</p> <p>To describe what my body can do.</p> <p>To understand that I have a responsibility for my body's actions</p> <p>To appreciate how amazing my body is.</p> <p>To know how to keep myself clean.</p> <p>To understand the importance of basic hygiene practices, <i>e.g. washing hands, using a tissue</i>, and how these prevent the spread of disease.</p>
Y2	The human life cycle Growing up Personal responsibilities Parents, Carers and Families	<p>To know that humans produce babies that grow into children and then into adults.</p> <p>To consider the ways I have changed physically since I was born.</p> <p>To consider my responsibilities now and compare these with when I was younger.</p> <p>To understand the needs of babies and young children.</p>
Y3	Body knowledge Body functions and changes Body awareness and image Personal hygiene Illness and disease prevention	<p>To recognise the main external parts of the bodies of humans, including scientific names for sexual parts.</p> <p>To understand the physical differences between males and females.</p> <p>To value my own body and recognise its uniqueness.</p> <p>To understand the benefits of carrying out regular personal hygiene routines.</p> <p>To consider who is responsible for my personal hygiene now, and how this will change in the future.</p> <p>To understand a range of ways illness and disease, <i>e.g. colds, chickenpox, head lice</i>, might be spread and how we are able to reduce this.</p>

Y4	The human life cycle Growing up Personal responsibilities Parents, Carers and Families	<p>To understand the main stages of the human lifecycle: <i>birth, baby, child, adolescent, adult, middle age, old age, death</i>.</p> <p>To investigate perceptions of being 'grown up'.</p> <p>To consider my responsibilities and how these have changed and how they will change in the future.</p> <p>To consider the responsibilities that parents and carers have for babies and children.</p>
Y5	Body knowledge Body functions and changes Body awareness and image Personal hygiene Illness and disease prevention	<p>To identify male and female sexual parts and describe their functions.</p> <p>To know appropriate terminology for use in different situations.</p> <p>To know and understand about the physical changes that take place at puberty, why they happen and how to manage them.</p> <p>To understand that physical change happens at different rates for different people.</p> <p>To understand how the media, families and friends can influence attitudes to their bodies.</p> <p>To know about new aspects of personal hygiene are relevant to puberty.</p> <p>To know and understand that safe routines can stop the spread of viruses (including HIV) and bacteria.</p>
Y6	The human life cycle Growing up Personal responsibilities Parents, Carers and Families	<p>To know about the facts of the human lifecycle, including sexual intercourse.</p> <p>To be able to recognise my changing emotions with friends and family and be able to express my feelings and concerns positively.</p> <p>To consider how I have some responsibility for the feelings and well-being of others.</p> <p>To consider the need for trust and love in marriage and established relationships.</p> <p>To have a basic awareness of responsible parenting choices.</p> <p>To understand and respect a wide range of family arrangements e.g. second marriages, fostering, same sex partners and extended families.</p>