Hollybrook Infant and Junior Schools

Sex and Relationships Policy

Dream, Believe, Achieve, Care

At the Hollybrook Schools we aim to ensure that learning is meaningful, stimulating and challenging, reflecting the ever-changing world around us. We want to empower children to be independent, resilient, creative, collaborative, responsible and feel valued as members of the community with a passion for learning. We believe in educating the whole child, nurturing every child's talents to realise their potential and achieve their dreams.

Date Policy Written/Reviewed:	March 2025
Reviewed by:	Barbara Coomber
Review Frequency:	Annually
Next Review:	March 2026
Summary of Changes:	New Policy

Approved by: _____(Headteacher)_ **Date:_____**

Governor signature: _____ Date:_____

At the Hollybrook Schools we believe that children should have the opportunity to develop high self-esteem, with the ability to form secure relationships and make informed decisions about moral and social issues. Our teaching will aim to help our children cope with the physical and emotional challenges of growing up.

Relationships and sex education develops children's awareness of, and respect for, themselves and others by aiding their development of positive self-esteem, which will help children cope with the challenges of personal growth. It enables children to be aware of the personal choices they can make and prepares them to make responsible decisions. It allows them to explore feelings and emotions through a variety of different contexts and enjoy the confidence in their own ability.

As part of the sex and relationships education framework, pupils are taught about the nature and importance of family life. Pupils will learn about the significance of loving and caring relationships and will have the opportunity to learn and understand different types of family. Parents and carers are the key people for their child's learning about sex and relationships and schools should always work in partnership with home. Parents and carers need to know that the school's SRE teaching will complement their role and support them in the education of their child regarding sex and relationships. Hollybrook Infant and Junior Schools will ensure that parents' and carers' views are heard and that taught SRE is culturally appropriate and inclusive of all of our children.

Aims and Objectives

There are three main elements to our SRE teaching:

- Gaining knowledge and understanding
- Developing positive attitudes and values
- Extending personal and social skills

At the Hollybrook Schools, we have a commitment to ensure that our teaching is relevant to all pupils and is taught in a way that is age and stage appropriate.

The objectives of Sex and Relationships Education at Hollybrook Infant and Junior School are:

- To enable our pupils to make responsible, informed and healthy decisions about their lives, both now and in the future.
- To teach our pupils to respect themselves and others so they can move confidently from childhood through to adolescence and into adulthood.
- To provide a supportive learning environment in which pupils can develop their feelings of self-worth and confidence, especially in relationship to others.

Sex and Relationships Education in the context of the National Curriculum

Legal requirements

The Hollybrook Schools have a statutory duty to teach the following as part of the National Science Curriculum.

Key Stage 1

Year One

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year Two

- Notice that animals, including humans, have offspring which grow into adults.
- Find out and describe the basic needs of animals, including humans, for survival

Key Stage 2

- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age, including puberty.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Parents do not have the right to withdraw their child/children from these above aspects of the Science curriculum.

Sex and Relationships Education within PSHE:

At the Hollybrook Schools, PSHE lessons are taught across all year groups using learning objectives from the PSHE Association supported by the Collins My Life scheme of work.

Sex and Relationships Education – Policy and Practice

- A designated teacher (Mrs Coomber) will have overall responsibility for the provision of the teaching, for monitoring developments within sex education and for recommending to governors any amendments that she feels necessary and appropriate
- Parents will receive prior notification of the SRE teaching to enable them to discuss issues with staff or their own children
- Materials used in the SRE teaching will be available to parents on request
- Parents may withdraw their children from the SRE teaching elements in bold in the above table, by arranging a meeting with the head teacher
- The SRE Programme will cover aspects of personal hygiene, puberty, menstruation, pregnancy and birth
- The children will be taught in both single and mixed gender groups as appropriate
- 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 SRE teaching at a level which is appropriate for their age and physical development with differentiated provision if required
- The schools' SRE Policy is subject to annual review

Dealing with Questions

Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting. Teachers will endeavour to answer questions as honestly as possible but questions which are not age appropriate and beyond the Key Stage 2 objectives, will not be answered or explored in school.

- If a question is too personal, the teacher should remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer him or her to the appropriate person, such as parent, school nurse, helpline, or an outside agency or service
- If a teacher doesn't know the answer to a question, it is important to acknowledge this and to suggest that the pupil or teacher or both together research the question later
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later. In this way, the pupil will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience of inappropriate information
- To maintain trust and respect the teacher must remember to talk with the pupil later, and if a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the schools' child protection procedures.

Visitors

Visitors should complement but never substitute or replace planned provision. It is the PSHE Coordinator's and teachers' responsibility to plan the curriculum and lessons.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of SRE in school.

- Visitors are invited into 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
- All input to SRE lessons are part of a planned programme and negotiated and agreed with staff in advance
- All visitors are supervised/supported by a member of staff at all times
- The input of visitors is monitored and evaluated by staff
- When appropriate the school nurse may be involved in the delivery of SRE

Children with Special Needs

Teaching and resources will be adapted as appropriate to address the needs of these children in order for them to have full access to the content of Sex and Relationships Education.

Child Protection / Confidentiality

Teachers need to be aware that effective Sex and Relationships 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 Designated Safeguarding Lead Officer in line with the schools' child protection and safeguarding policy.

A member of staff cannot promise confidentiality if concerns exist.

Monitoring and Evaluation

Sex and Relationship Education is monitored and evaluated by the head teacher and PSHE lead.

The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change if required.

This policy document will be available to parents via our website or via requesting a paper copy from the school office.

Links with other policies

This policy is linked with the following policies:
Equality
Child Protection and Safeguarding
Behaviour
Anti Bullying
PSHE