**Barham Primary School**

**Sex and Relationships Education (SRE) Policy**

Updated: October 2016

Date of Review: 2019

**Introduction**

Schools have a duty of wellbeing to enable children to develop their understanding and learn the skills that will help them to keep themselves and others safe as they take increasing responsibility for their choices and behaviour.

Government guidance (September 2013) states that when any school provides SRE they must have regard to the [Secretary of State’s guidance](http://www.education.gov.uk/aboutdfe/statutory/g00214676/sex-and-relationships-education-guidance) and that this is a statutory duty. Therefore at Barham we continue tobase our school’s sex education policy on the DfEE guidance document ‘Sex and Relationship Education Guidance’ (ref DfEE 0116/2000). In this document, sex education is defined as ‘learning about physical, moral and emotional development. It is about understanding the importance of stable and loving relationships, marriage for family life, respect, love and care. Sex and Relationships education is part of the personal, social and health education curriculum in our school and is taught with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.

**Aims and objectives**

We teach children about:

* The physical development of their bodies as they grow into adults;
* The way humans reproduce;
* Respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
* The importance of family life;
* Moral questions;
* Relationship issues;
* Respect for the views of other people;
* What they should do if they are worried about any sexual matters.

**Context**

We teach sex education in the context of the school’s aims and values. While sex education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in school. In particular, we teach sex education in the belief that:

* Sex education should be taught in the context of marriage and family life
* Sex education is part of a wider social, personal, spiritual and moral

education process

* Children should be taught to have respect for their own bodies;
* Children should learn about their responsibilities to others, and be aware of the consequences of sexual activity
* It is important to build positive relationships with others, involving trust and respect

It is underpinned by values promoting equality and respect.

**Organisation**

We teach sex education through different aspects of the curriculum. While we carry out the main sex education teaching in our personal, social and health education (PSHE) curriculum, we also teach some sex education through other subject areas (e.g. science ), where they contribute significantly to a child’s knowledge and understanding of his or her own body, and how it is changing and developing. (Science National Curriculum 2014 is a statutory requirement).

In PSHE we teach children about relationships, and we encourage children to discuss issues in a safe school environment. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it.

In Year 5 and 6 we place a particular emphasis on health education, as many children experience puberty at this age. We liaise closely with the Local Health Authority and Brent’s SRE Consultant in delivering these lessons and about suitable teaching materials to use with our children in these lessons and children are taught in single sex groups. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are conceived, born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.

We arrange a meeting for all parents and carers of children in Year 5 and 6 to discuss this particular programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching.

**The role of parents**

The school is well aware that the primary role in children’s sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation.

In promoting this objective we:

* Inform parents about the school’s sex education policy and practice
* Answer any questions that parents may have about the sex education of their child and give them opportunities to discuss their views and beliefs.
* Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school
* Inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents have the **right to withdraw** their child from all or part of the sex education programme that we teach in our school, parents are informed when SRE takes place and of their right to withdraw. If a parent wishes their child to be withdrawn from sex education lessons, they are given the opportunity to discuss this at the SRE parents meetings in years 6 or 5, and are asked to make it clear which aspects of the programme they do not wish their child to participate in.

The school complies with the wishes of parents in this regard.

(Science National Curriculum 2014 is a statutory requirement )

**The role of the head teacher**

It is the responsibility of the head teacher to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively. It is also the head teacher’s responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The head teacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

**The role of other members of the community**

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the **school nurse** and other health professionals work with us to provide a discrete sex and relationships education unit to pupils in Years 5 or 6.

**Confidentiality**

Teachers conduct sex education lessons in a sensitive manner and in confidence.

However, a teacher cannot guarantee confidentiality, if a child makes a reference to being involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection and follow the school’s child protection procedures. If the teacher has concerns, they will draw their concerns to the attention of the designated teacher (Deputy Head). The designated teacher will then deal with the matter in consultation with health care professionals. (Please see the Safeguarding and Child Protection Policy.)

**The role of Governors**

The Governing Body believe it is an entitlement of all pupils to receive sex and relationships education in accordance with government guidance. The governing body is involved in policy review and has adopted this policy. It appoints a link governor who works with the subject leader to monitor the implementation of the policy.

**Monitoring and review**

The School, Human Resources and Curriculum Committee of the governing body monitors our sex education policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The School, Human Resources and Curriculum Committee gives serious consideration to any comments from parents about the sex education programme.

This policy should be read in conjunction with Barham’s policies concerned with PSHE Education, Safeguarding, Behaviour and Anti-bullying.

D Walley

Updated: October 2016

**Appendix - SRE and PSHE Content**

National Curriculum for Science 2014

Pupils should be taught the relevant parts of:

Animals **including humans**

**A sequence for teaching sex education**

This includes elements of the National Curriculum and Health Education matters.

Although the sequence is developmental certain themes are repeated in Class time and assemblies so that information is relevant and appropriate to the age and maturity of the pupils

**Ages 4-5**

     People in my life.  What they do for me and what I do for them;

     My moods- feeling happy, sad and so on;

     Friendships

     Loss and mourning (eg pet, person)

     Keeping safe - danger I might come up against.  Saying no;

     My body and other people's bodies - similarities and differences;

     The beginning of life - me, animals, plants;

     Ageing - how we know things are alive, dead, young, old;

**Ages 6-7**

     Changes as we grow;

     Different types of families;

     Feelings in families (e.g. love, jealousy)

     What helps people to get on with each other (e.g. listening/sharing)

     What makes me happy;

     What I like or don't like about other people;

     Keeping safe;

     Caring for myself; - hygiene, sleep, exercise;

     People who help me to care for myself;

     Inside my body - the functions of different parts;

**Ages 8-9**

     Feelings - things which make me happy, sad embarrassed, scared etc;

     Difficult situations - e.g. teasing and bullying

     Changes in my own body and in those of others;

     Family trees, how babies grow;

     Keeping healthy - exercise, diet, grooming, the immune system;

     Friendship - who our friends are; how we make and loose friends;

     Making decisions - influences on me;

     Keeping safe;

     Varied lifestyles in the class and community - differences in others

**Ages 10-11**

       Decision making, risk taking;

       Feelings about the future (e.g. changing schools)

       Families and how they behave- what members expect of each other;

       Celebrations of birth, puberty, marriage and death in different cultures;

       Expressing feelings and how we can do this in an assertive way, not bullying;

       Differences and similarities in people and relationships,

       Body changes in me and others - why they are happening;

       Things that go into my body that will make me well (e.g. good food and medicines

when we are ill)

       Things that go into my body that will harm (drugs that are not medicines, cigarette

smoke, poisons);

       Messages about health and sexuality from television, videos, films, computers and

newspapers.

**BRENT LA SCHEME OF WORK: PSHE EDUCATION, CITIZENSHIP AND SEAL CURRICULUM**

**HALF-TERMLY OVERVIEW OF LEARNING OPPORTUNITIES AND THEMES: YEAR A Years 1, 3,5**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **WE’RE ALL STARS!** | **BE FRIENDLY, BE WISE** | **LIVING LONG, LIVING STRONG** | **DARING TO BE DIFFERENT** | **DEAR DIARY** | **JOINING IN AND JOINING UP** |
| **Yrs 1&2** | 1. Devising a class charter 2. Getting to know each other 3. Problem-solving 4. Looking after each other 5. Happy playtimes 6. Making choices | 1. Making friends 2. Falling out with a friend 3. Managing anger 4. Anti-bullying 5. Hazards in the home and fire safety 6. Road safety | 1. SRE: recognising and naming body parts 2. SRE: understanding the human life cycle 3. SRE: keeping clean 4. Looking after our teeth 5. Staying healthy 6. Setting a simple personal goal | 1. Our likes   and dislikes   1. Feeling proud 2. Being special 3. Recognising worries 4. Staying calm and relaxed 5. Standing up for myself | 1. Asking for help 2. Feeling loved and cared for 3. Managing uncomfortable feelings – proud and jealous 4. Thoughts, feelings and behaviour 5. Dealing with worries 6. Supporting each other | 1. Listening effectively 2. Expressing opinions 3. Knowing right and wrong 4. Needs of living things 5. Developing responsibility - looking after animals 6. Who else looks after animals? |
| **Yrs 3&4** | 1. Devising a class charter 2. Gifts and talents 3. Exploring feelings 4. Working cooperatively 5. Happy playtimes 6. Having opinions | 1. The importance of friends 2. Falling out with a friend 3. Managing anger 4. Anti-bullying 5. What to do in an emergency 6. E-safety | 1. SRE: understanding how our bodies change as we grow 2. SRE: special people and support networks 3. SRE: keeping clean 4. Feeling happy 5. Staying healthy 6. Overcoming barriers to reaching goals | 1. Similarities and differences 2. Feeling good about yourself 3. Surprises 4. Hopeful and disappointed 5. Hiding or showing feelings 6. Standing up for myself | 1. Knowing where to go for help 2. Taking responsibility 3. Making wise choices 4. Managing uncomfortable feelings - loss 5. Dealing with worries 6. Supporting each other | 1. Jobs at home and in school 2. Representation – local council 3. Voting and debating 4. Having a say in the school community 5. Voluntary, community and pressure groups 6. Fund-raising |
| **Yrs 5&6** | 1. Devising a class charter 2. Gifts and talents 3. Exploring feelings 4. Working cooperatively 5. Communication skills 6. Role models | 1. Different types of friends 2. Conflict resolution 3. Managing anger 4. Anti-bullying 5. First Aid 6. E-safety and cyber-bullying | 1. SRE: understanding the physical changes at puberty (1) 2. SRE: understanding the physical changes at puberty (2) 3. SRE: recognising different types of relationships 4. The concept of well-being 5. Being an effective learner 6. Role models   **This theme is supported by Brent’s SRE consultant/school nurse** | 1. Differences of opinion 2. Agreeing and disagreeing 3. Risky choices 4. Standing out from the crowd 5. Being assertive 6. Anti-bullying | 1. Knowing where to go for help 2. Managing uncomfortable feelings - embarrassment 3. Put-downs and boost ups 4. Breaking friends 5. Forgiveness 6. Supporting each other | 1. Anti-social behaviour   and the consequences of crime   1. Rules and laws 2. The local courts 3. Voting and debating 4. Having a say in the school community 5. Fund-raising |

**BRENT LA SCHEME OF WORK: PSHE EDUCATION, CITIZENSHIP AND SEAL CURRICULUM**

**HALF-TERMLY OVERVIEW OF LEARNING OPPORTUNITIES AND THEMES: YEAR B Years 2, 4,6**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **IT’S OUR WORLD** | **SAY NO!** | **MONEY MATTERS** | **WHO LIKES CHOCOLATE?** | **PEOPLE AROUND US** | **GROWING UP** |
| **Yrs 1&2** | 1. Devising a class charter 2. Getting to know each other 3. Communities we belong to 4. Saving energy around the school 5. Recycling 6. Pollution | 1. Drugs Ed: medicines 2. Drugs Ed: household substances 3. Drugs Ed: the dangers of smoking 4. Drugs Ed: the dangers of alcohol 5. Feeling safe: real and imaginary hazards 6. Anti-bullying | 1. Why do we have money? 2. Keeping money safe 3. Can I afford it? 4. Wants and needs 5. What does it mean to be rich? 6. Setting a simple goal | 1. Foods from around the world 2. Customs and rituals 3. Special day foods and celebrations 4. How much chocolate do we eat? 5. Where does chocolate come from? 6. Fair trade principles | 1. Special people 2. People who help us 3. Feeling lonely 4. Different kinds of families 5. Difficult choices - leaving home 6. People and places around the world | 1. SRE: remembering being a baby 2. SRE: what can I do now I’m bigger? 3. Similarities and differences 4. Being unique 5. Making change happen 6. Changing our behaviour |
| **Yrs 3&4** | 1. Devising a class charter 2. Understanding rules and laws 3. Saving energy (1) 4. Saving energy (2) 5. Climate change (1) 6. Climate change (2) | 1. Drugs Ed: risk taking 2. Drugs Ed: legal and illegal drugs 3. Drugs Ed: effects and risks of smoking 4. Drugs Ed: effects and risks of drinking alcohol 5. Keeping safe in my local area: say no to gangs 6. Anti-bullying | 1. Keeping track of my money 2. Paying for goods 3. Family expenses 4. Planning and budgeting 5. Charity work 6. Fund-raising for charity | 1. The real cost of chocolate 2. What is fair trade? 3. Consumer power 4. The media and information 5. Advertising 6. Recognising and challenging stereotypes | 1. Similarities and differences 2. How we are all connected 3. Living and working cooperatively 4. Recognising and challenging prejudice 5. Gender stereotypes 6. Contributing to society – jobs people do | 1. SRE: change is normal 2. SRE: celebrating and marking key life events 3. SRE: the human life cycle 4. Wishes, hopes and dreams 5. Positive change 6. Unwelcome change |
| **Yrs 5&6** | 1. Devising a class charter 2. Understanding democracy 3. Environmental awareness and responsibility 4. Climate change (1) 5. Climate change (2) 6. Sustainability issues | 1. Drugs Ed: risk taking and dealing with pressure 2. Drugs Ed: legal and illegal drugs 3. Drugs Ed: say no to smoking 4. Drugs Ed: attitudes to alcohol 5. Keeping safe in my local area: say no to knives 6. Anti-bullying | 1. Earning money 2. Value for money 3. Lending and borrowing money 4. Achieving goals 5. Deductions and expenses 6. Poverty | 1. Rich and poor nations 2. Trade across the world 3. Global footprints 4. Food shortages and hunger 5. Fairness and responsibility 6. Reporting the news | 1. National, religious and ethnic identities in the UK 2. Different types of relationships 3. Stereotyping and judgement 4. Put-downs and conflict 5. Ending friendships 6. Forgiveness | 1. SRE: body changes in puberty 2. SRE: where do babies come from? 3. SRE: being a parent (1) 4. SRE: being a parent (2) 5. Common responses to change 6. Transition and moving on |