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# Barham Primary School

## **Sex and Relationships (SRE)**

# Policy

*Safe, Happy, Learning*

*At Barham Primary School we have the right to:*

*Article 19: Be Safe*

*Articles 28 and 29: Education*

|  |  |
| --- | --- |
| Policy summarised by | Tina Murray |
| Link Governor | Matthew Parker |
| Date | September 2019 |
| To be reviewed | September 2020 |

*…..striving for excellence*

**Barham Primary School**

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

Updated: October 2019

Date of Review: 2020

**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.

**Policy review**

Written by: TM and RG

Link governor: MP

Scrutinised and ratified by the governing body

Date of review: September 2019

Next review: September 2020