



Sex and Relationships Education (SRE) Policy

This policy is to be reviewed every three years.

History of Document

Issue No	Author/Owner	Date Written/ Reviewed	Approved by Governors on	Comments
Issue 1	SPo	January 2016		
Issue 2	SPo	August 2019		



Our Vision

Through a positive caring environment, we provide the opportunity for every child to reach their full potential. We embrace Christian values and ensure all children are ready for their next steps.

The school's policy for sex and relationships education (SRE) is based on guidance from the DfE (Relationships Educations, Relationships and Sex Education (RSE) and Health Education 2019 <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>) and has been drawn up in consultation with parents, pupils, staff and outside agencies.

At Burlington CofE Primary School SRE is defined as learning about physical, moral and emotional development, love and care towards others and about the teaching of sex. Through the teaching of sex and relationships education children will learn about attitudes and values, personal and social skills and will develop their knowledge and understanding. Children are also taught about personal space and privacy.

At Burlington School we aim to:

- Develop confident and effective communicators who value themselves and others.
- Encourage enquiring minds.
- Meet the needs of all pupils enabling them to reach their full potential
- Provide children with an education appropriate to the world beyond the classroom
- Help children to live together within the community, displaying tolerance and sensitivity
- Develop in children a sense of moral responsibility and self-discipline
- Develop in children spiritual awareness.

Aims of the SRE Policy

- To meet the requirements of the DfE guidance on SRE.
- To help and support children through physical, emotional and moral development
- To develop in children the skills and understanding to have the confidence to approach their relationships in a positive way.
- To enable children to move with confidence from childhood through adolescence to adulthood.
- To live confident and healthy lives
- To understand the changes that occur to the human body during puberty
- To understand how a baby is conceived and born.
- To ensure children are aware of personal space and their right to privacy

SRE in the curriculum

The Headteacher is responsible for the effective delivery of the SRE curriculum.

In each Year Group (Rec-Y6) the children discuss key safeguarding issues linked personal space and privacy. The school utilises the NSPCC resources to promote children's awareness of these issues in an age appropriate manner. The teachers sensitively ensure children are aware and understand of the boundaries that should exist linked to the private areas of their body.

In Years R – 4 children learn about:

- Developing the skills to have positive relationships with friends and family
- An understanding that families/relationships set-ups.
- Exercise and personal hygiene

In Year 5 and 6 children learn about:

- Developing the skills to be effective in relationships
- The different types of relationship, including marriage and those between friends and families. Children are made aware that different family set-ups exist (including homosexual relationships)
- How the body changes during puberty
- How a baby is conceived and born.
- Messages of sexuality developed in the media

At Burlington CofE Primary School, SRE is taught through the PSHE curriculum. The programme is a graduated, age appropriate programme which will be delivered by the school staff with support and advice from health professionals.

Both boys and girls receive the same input and understand the changes that occur in their own gender as well as that of the opposite sex.

Parents have a right to withdraw their children from all or any part of sex education, but not from the biological aspects of human growth and reproduction provided under the National Curriculum for science.

Teaching staff receive suitable training, when available, to ensure they are able to deliver sex and relationships lessons effectively. Resources used are made available for parents to view and a meeting with parents is arranged prior to the Year 6 lessons.

Questions raised by pupils are dealt with sensitively and any questions concerning sexually transmitted diseases and contraception are answered appropriately if raised. Inappropriate or explicit questions do not have to be answered directly. Teachers use their own discretion in these situations.

Homosexuality is discussed at a level appropriate to the age of the children. Children are reminded that 'loving relationships' can be between a man and a woman or people of the same sex. Teachers again use their own discretion in these situations when responding to children's questioning. Children are taught to respect the life choices of others (including their sexuality). Homophobic bullying is discussed at a level appropriate the age of the children.

The portrayal of sex in the media is discussed at length in Y6. In particular the portrayal of and over sexualisation of women is discussed and the impact this can have on the development young girls as they grow up.

At Year 6 teachers may, where appropriate, split the group according to gender to discuss issues relating to puberty and sex; however this is not always the case.

Assessment, Reporting and Recording

Class teachers assess progress and understanding in sex and relationships education through pupil discussions and responses in their written work. Brief records of pupils' understanding and progress may be kept by teachers to form part of the records of overall progress in PSHCE.

Equal Opportunities

All pupils have access to the SRE curriculum. Where pupils have specific educational needs, arrangements for support from outside agencies and support staff are made to ensure these pupils have an appropriate, differentiated curriculum.

Child Protection

All teaching staff are trained in child protection issues. Any concerns raised through SRE are dealt with according to the ACPC child protection procedures.

Working with Parents

The school aims to work in partnership with parents when planning and delivering sex and relationship education. This is achieved through:

- consulting parents over the development of the policy
- involving parents in viewing resources and discussing the SRE curriculum
- advising parents on how they can answer questions about SRE with their children at home.
- supporting parents in helping children cope with the emotional and physical aspects of growing up
- making alternative arrangements for pupils who are withdrawn from SRE lessons and providing DfES materials for parents who choose to withdraw their children.

Monitoring and Evaluation

The monitoring of Sex and Relationships education is carried out by the Head Teacher who reports to the Governors.

This policy will be reviewed on an annual basis.

APPENDIX 1:

Example of Year 6 Sex and Relationship plan

Session 1: Changes

- • Identify the changes that occur during puberty.
- • To consider some of the changes over which we have no control and the choices we can make concerning those over which we do have control.

Session 2: How babies are made

- • To explain how babies are made.
- • To explore the idea of relationships, including friendships, parent-child and family relationships and adult sexual relationships.

Session 3: How babies are born (*Footage of a live birth)

- To explain how a baby develops in the womb during pregnancy and how babies are born.
- To consider the needs of babies before and after birth.
- To enable children to reflect on roles and relationships in the family.

Session 4: Question & Answer

Session 5: Boy Talk

- • To consider the physical and emotional changes that take place as boys go through puberty.
- • To address the concerns and worries of young boys.
- • To make girls more aware of the changes that occur as boys become young men.

Session 6: Girl Talk

- • To consider the physical and emotional changes that take place as girls go through puberty.
- • To address the concerns and worries of young women.
- • To make boys more aware of the changes that occur as girls become young women.

Session 7: Others around Us

- • To consider how sex is presented in the media.
- • To consider sexual stereotyping.
- • To reassure pupils that their changing emotions are a normal aspect of puberty.

Session 8: Question & Answer

APPENDIX 2

By the end of primary school pupils should know:

Families and people who care for me

Pupils should know

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage (marriage in England and Wales is available to both opposite and same sex couples) represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Pupils should know

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

Pupils should know

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.

- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

Pupils should know

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being safe

Pupils should know

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.