

BOURN C of E PRIMARY ACADEMY

Sex and Relationships Education Policy (SRE)



This policy is based on the Cambridge City and South Cambs Sex and Relationships Education Policy and will be reviewed every three years unless the model policy is updated.

Section 1: The Context of Our Sex and Relationships Education Policy (SRE)

a) Our Shared Beliefs about SRE

In Bourn Primary Academy, we believe:

- SRE is a lifelong learning about ourselves, including our emotions, self-esteem, relationships, rights and responsibilities, sexual behaviour, sexuality and sexual health. It takes place in many contexts: at home, at school and in the community.
- SRE is an entitlement for all young people. Difference and diversity must be taken into account when delivering SRE. Special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background, all affect access to SRE.
- SRE is most effective when provided in the wider context of social and emotional development. In schools, successful SRE is firmly rooted in personal, social and health education (PSHE).
- SRE must enable young people to gain information, develop and transfer skills and explore attitudes and values, in order to support informed decision-making.
- Effective SRE is responsive to the specific needs of young people as individuals.

b) Entitlements

We, together with our community partners, are committed to working towards the implementation and development of the following entitlements.

Children are entitled to:

- Accurate, up-to-date, useful and appropriate information delivered in a way that meets their individual needs.
- A well-planned, well-delivered SRE programme, which is flexible to cater for their changing needs over time.
- Know where and how to access information, support and local services.
- Be informed about issues of confidentiality and how it affects them.
- Have their views and ideas received in a respectful and non-judgemental manner.
- Be involved in developing and evaluating the content, delivery and timing of their SRE programme.

Adults working with children are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training.
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of SRE.

- Contribute their views and ideas in support of the development of SRE for children.
- Professional guidance and support.
- Opportunities to share good practice.
- Be informed about issues of confidentiality and procedures to be followed.

Parents, carers and other adults in the community are entitled to:

- Accessible, accurate, up-to-date, information delivered in a way which meets their needs.
- A safe and supportive environment for their children.
- Information on how and when SRE is taught.
- Understand their rights and responsibilities in relation to SRE policy and curriculum.
- Be informed about issues of confidentiality and how it affects them and their children.
- Have their views and ideas received in a respectful, non-judgemental manner.

c) The Wider Agenda

SRE is part of the wider agenda of promoting positive relationships and sexual health for young people to which many individuals and organisations in our community contribute. Our SRE policy contributes to meeting local and national priorities described in strategies such as:

- Healthy School Status
- Sexual Health Strategies
- Looked After Children
- Children and Young People's Plan
- HIV and Sexual Health Strategy
- Safeguarding and Child Protection

Section 2 – Our Sex and Relationships Education Policy

a) Introduction

Our work in SRE is set in the wider context of our school values and ethos:

- We are determined to create an inclusive culture of learning where all children will be challenged in their thinking, to achieve to the best of their abilities and to strive to become lifelong learners.
- We will empower our children to become respected citizens to enable them to make valuable contributions locally, nationally and globally and to contribute to our world's sustainable future.
- We promote a healthy, safe and caring environment for all pupils and staff.
- We provide a broad and balanced curriculum for all our pupils, which values their diverse backgrounds and needs.
- We promote pupils' self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at work and in the community.
- We prepare our pupils to confidently engage with the challenges of adult life.
- We provide sufficient information and support to enable our pupils to make safe choices.
- Through an enriched curriculum, we provide children with opportunities to develop the necessary skills to manage their lives effectively.
- We help our children to learn to respect themselves and others and to move safely from childhood, through adolescence, into adulthood.
- We create a wider awareness of religious and moral values, and respect for other races, religions and ways of life.

Other school policies relevant to our provision of SRE are: PSHE, Safeguarding and Child Protection, Science, Confidentiality, Behaviour, Anti-Bullying, Inclusion, Equality and Diversity, Staff Health and Wellbeing and Healthy Schools.

This SRE policy will be made available on the school network.

This policy is consistent with current national legislation (education Act 1996 and Learning and Skills Act 2000). It is also consistent with current national guidance, 'Sex and Relationship Education Guidance' (DfEE 2000). Our Policy also reflects recommendations from OfSTED and the Sex Education Forum.

b) Our Aims for SRE

All adults will work towards achieving these aims for SRE in our school. We seek to enable our children to:

- Develop interpersonal and communication skills.
- Develop positive values and a moral framework that will guide their decisions and behaviour.
- Develop understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up children.
- Respect themselves and others, their views, backgrounds, cultures and experiences.
- Develop loving, caring relationships based on mutual respect.
- Be able to name the parts of the body and understand the process of human reproduction.
- Understand the reasons for and benefits of delaying sexual activity.
- Be prepared for puberty and the emotional and physical effects of bodily changes.
- Understand the attitudes and skills needed to maintain their sexual health.
- Recognise and avoid exploitative relationships.
- Value, care for and respect their bodies.
- Access additional advice and support.

c) Delivering our SRE Curriculum

Our Curriculum for SRE (see **Section 4**) describes the elements which will be taught. The Curriculum is wholly consistent with the National Curriculum (2000), DfE and Ofsted guidance. It also reflects best practice described by the Sex Education Forum. Some elements of our SRE curriculum are part of the compulsory National Curriculum for Science (e.g. the biological aspects of puberty, reproduction and the spread of viruses) and some parts are based on the non-statutory PSHE guidance.

We consider SRE to be a continuous process of learning, which begins well before our children enter our school and continues into adulthood. We have planned a progressive curriculum appropriate to each age group. All adults working with children have a part to play in supporting the delivery of SRE.

The objectives of the SRE Curriculum will be taught in:

- PSHE through designed lessons, circle time, focused events, whole school health related topics, PE, RE, English, PSHE.
- Enrichment activities, especially our assembly programme, social skills groups, involvement in school visits and adventurous activities, activities carried out as part of our development as a health promoting school.
- Specific units of work on SRE are planned into our teaching programme.

We understand that, at times, children will benefit from varying methods of delivery of the SRE curriculum. For example, we will use single-sex groups or small group teaching where this will help us to meet the needs of the children most effectively.

We will also use team teaching where this enables us to best use teacher expertise. We will ensure there are positive educational reasons for each method of delivery.

d) Responsibilities for Curriculum Delivery and Policy Implementation

We regard it as the shared responsibility of all adults working in the school to respond appropriately to a child's request for information and advice. All staff are encouraged to access support from colleagues where necessary.

The SRE curriculum will primarily be delivered by class teachers.

Those delivering SRE will have a responsibility for assessing children's needs and selecting appropriate activities and methodologies to meet these needs, supported by the PSHE Co-ordinator.

The PSHE Co-ordinator is responsible for reviewing and evaluating SRE at our school. The PSHE Co-ordinator will report to the Headteacher in this task.

Staff will be assisted in their planning and delivery of the curriculum for SRE by the PSHE Co-ordinator.

Governors hold the responsibility for the SRE policy and will be assisted in monitoring its implementation by the PSHE Co-ordinator.

e) Teaching Methodologies

Ground Rules: SRE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any SRE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language.
- The asking and answering of personal questions.
- Strategies for checking and assessing information.
- Not sharing information freely in the playground to younger children after lessons.

Answering Questions: We acknowledge that sensitive and potentially difficult issues will arise in SRE as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for SRE. Adults will be supported in deciding on which issues are suitable for whole class discussion and which are best dealt with in smaller groups or referred to parents/carers or other sources of support, such as health professionals.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information immediately to the designated person for child protection, in line with school policy.

Distancing Techniques: In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues with disclosing personal experience. For examples, we will use fiction, case studies, role-play, videos etc. to enable children to share ideas and opinions and to practice their decision making skills in a safe learning environment.

f) Inclusion

We understand the importance of ensuring that all children in our school receive their entitlement to SRE. We will carefully consider special educational needs or

disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering SRE.

In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, we seek to promote tolerance and understanding.

In order to ensure the curriculum meets the needs of all:

- We will not promote one particular lifestyle over another.
- We will not seek to gain consensus, but will accept and celebrate difference.
- We will encourage respect and discourage abuse and exploitation.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

In relation to those with special educational needs or disability, we will review our SRE programme to ensure that provision is made for those with additional needs. We will consider:

- Their level of vulnerability.
- Their level of maturity and understanding in relation to their peers.
- Their need to learn and demonstrate appropriate behaviour.
- Their need to develop self-esteem and positive body image.
- The need to involve all staff, including ancillary staff and carers, in policy development, planning and training.
- The management of personal care.
- Clarity about sources of support for pupils.

g) Resources

Our main additional curriculum resource is: 'Living and Growing' Units One and Two.

This resource meets the requirements of the Science curriculum as well as contributing to PSHE and SMSC. Unit One covers the themes of: Differences; How did I get here? and Growing Up. This unit is delivered in Key Stage One. Unit Two covers the themes of: Changes; How babies are made; How babies are born. This unit is delivered in Year 5 and extended in Year 6 as appropriate.

Both units are delivered via DVD, a workbook and discussion. The resources are written by Birmingham advisors and published by Channel 4 Learning. We also use the Cambridgeshire Primary Personal Development Programme and the resources recommended within in when planning and delivering the SRE curriculum.

h) Use of Visitors to Support SRE

We believe that SRE is most effectively taught by those who know our pupils well and are aware of their needs. We encourage visits to our school who may enhance, but never replace, our planned provision. We will work closely with visitors to ensure the needs of our pupils are met.

We will follow this Code of Practice when working with visitors:

- The care and management of pupils is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with pupils, but will be supported by a member of staff.
- The school will know whether visitors are DBS checked and arrangements will be made to accompany them as appropriate.
- All visitors will be made aware of the content and principles of this policy, prior to their visit.

- All lessons will be planned in direct liaison with the PSHE Co-ordinator/class teacher, taking account of the age and needs of the group and the context of the work within the SRE programme.
- Visitors will be reminded that, whilst contributing to SRE in a classroom setting, they must adhere to the same confidentiality code as staff members.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the PSHE Co-ordinator/class teacher beforehand and the Headteacher will be informed and the Headteacher.
- The contributions of visitors will be regularly monitored and evaluated.

i) Confidentiality

In Bourn Primary Academy, we have a clear and explicit Confidentiality Policy, which is shared with staff, pupils and parents/carers. This policy is communicated to parents/carers on the school website. The policy states that:

- Staff are unable to offer absolute confidentiality.
- We will reassure children that staff will act in their best interests and that this may involve sharing information if the child is at risk of harm.
- Children will be told if information is to be shared (unless the child is very young or has significant special needs) and will be offered appropriate support.

Professionals, such as school nurses and youth workers, are bound by their professional codes of conduct when offering advice and guidance to individual pupils. This often involves offering a greater level of confidentiality to children that school staff are able to give. However, in a classroom and other teaching situations when they are contributing to our planned SRE programme, they will follow the School's Confidentiality Policy. Health professionals will ensure that children are aware of the boundaries of confidentiality when beginning work with them.

j) Safeguarding and Child Protection

We recognize that because effective SRE may alert children to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made. All staff are aware of the safeguarding and child protection procedures and will report the disclosure to the designated person for child protection immediately

k) Sexually Active Pupils

There are extremely rare occasions when a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs in our School, it will be viewed as a child protection issue. The designated member of staff will follow safeguarding and child protection procedures and seek advice from the relevant agency.

l) Role of Governors

This policy describes the governors' views on how SRE will be delivered in addition to requirements of the National Curriculum.

It is the responsibility of the governors to ensure, through consultation, that the SRE policy reflects the wishes of the parents and views of our community. It is the responsibility of governors to ensure that the policy is made available to parents through inclusion on the school website.

m) Pupil Participation

- We will involve children in the evaluation and development of their SRE in ways that are appropriate to their age.
- We will refer to local/countrywide/national data e.g. Health-related Behaviour Survey for our area.

- We will engage the children in assessment activities to establish their development needs, for example, 'Draw and Write' activities.
- We will encourage children to ask questions as they arise by providing anonymous question boxes.
- We will ask children to reflect on their learning and set goals for future learning.
- We will consult children (e.g. through the School Council) about their perception of the strengths of our SRE programme and the areas to be further developed.

n) Working with Parents/Carers and our School Community

Parents and carers are the key figures in supporting their children through the emotional and physical aspects of growing up. We recognize that many children would prefer to receive information about SRE from their parents and carers. Therefore we seek to work in partnership with parents and carers when planning and delivering SRE. We will encourage this partnership by:

- Informing parents and carers by letter of forthcoming SRE topics.
- Inviting parents to learn more about resources and activities used in SRE.
- Making the SRE policy available to parents on request.
- Inviting parents to discuss their views and concerns about SRE on an informal basis.
- Parents and carers will be given access to this policy on request. It will also be available on the school website.

Parents and carers have the right to withdraw their children from all or part of those elements of SRE which are not included in the statutory national curriculum – currently, the Curriculum Programmes of Study for Science. The school will make alternative arrangements for children whose parents/carers withdraw them.

Any parent or carer who wishes to withdraw their children from SRE should, in the first instance, contact the Headteacher to discuss the matter. We will enable parents wishing to withdraw their children from the non-statutory elements of SRE to access the leaflet 'SRE and Parents' (Phone 0845 602 2260 DfES Code 0706/2001 or download from www.education.gov.uk). Parents or carers will be asked to reconfirm their decision to withdraw each time SRE is planned for their children's class/year group.

o) Monitoring, Evaluating and Reviewing Our SRE Policy

Monitoring and evaluation of the policy is the responsibility of the Governing Body. Information will be gathered from the PSHE Co-ordinator, the Headteacher and parent groups to inform judgements about effectiveness.

We are committed to working towards the delivery of the entitlements and the provision of the 'Curriculum for SRE':

- We will reflect on our contribution to the provision of Entitlements for SRE and seek to develop this.
- We will continue to work in partnership with parents/careers and members of our community to ensure the delivery of high quality SRE for our children.

- a) We will teach about puberty in Year 5 and 6, in accordance with our Curriculum for SRE. Younger children may be aware of puberty and we will answer their questions appropriately, on an individual basis or in a whole class setting. We recognize the importance of ensuring that both boys and girls have a good understanding of puberty before they reach it. We may use single sex groups to address particular needs, such as girls' practical need for information about managing periods. We may work with a group of Year 5 and Year 6 pupils separately to ensure they receive appropriate information at these age groups.

We will ensure that sensitive arrangements are made for girls who have started menstruating. This includes the provision of sanitary disposal units and the discreet provision of 'emergency' sanitary protection. Staff will respond to such requests in a helpful way without embarrassment.

b) Contraception

We recognize that many primary-aged children are aware of some forms of contraceptions and have begun to understand that adults do not only engage in sexual activity when they wish to reproduce. Children may ask direct questions about contraception, or may reveal knowledge (accurate or inaccurate) about contraception in discussion with adults or their peers. We will refer to guidelines for responding to these questions in 'Answering Children's Questions relating to SRE. We will answer children's questions in general terms and will ensure that our answers reflect the responsible choices adults make in deciding when to have children. This will enable pupils to further understand the responsibilities of adult life.

We have also decided to address this issue directly in very broad terms as part of the taught SRE curriculum at Year 6. The learning will be set in the context of responsible parenting decisions. It will not include details, regarding access to of the application of contraception.

There are extremely rare occasions when an adult in a primary school may believe that a child's question about contraception derives from a child's own sexual activity or contemplation of sexual activity. In this case, the adult will consult immediately with the designated teacher for child protection, who will make sensitive arrangements, ensuring there has been discussion with the child and explanation of the Confidentiality Policy, to involve the child's parents and, if necessary, other professionals.

c) Abortion

We recognize that some children might be aware of abortion and that they might be developing attitudes towards it. They may also ask questions about it. Adults in school will acknowledge these questions and respond generally to factual enquires on an individual basis, rather than in whole class discussion.

d) STIs and HIV/Aids

We will not teach directly about STIs, however elements of our SRE and Science curricula will prepare the ground for this explicit teaching later e.g. by discussing some issues around HIV/AIDS. We will discuss the different ways any disease might be spread and steps a child might take to reduce this. Some children will be aware of STIs or HIV/AIDS and may ask questions about them in relation to SRE or perhaps drug education. Adults in school will acknowledge these questions and respond generally to factual enquiries on an individual basis, rather than in a whole class discussion.

e) Sexual Identity and Sexual Orientation

We understand our responsibility to ensure that SRE meets the needs of all our pupils. Whatever their developing sexuality, children must feel that SRE is relevant to them and sensitive to their needs. We will not teach directly about sexual orientation, but acknowledge that many children will be aware of both heterosexual and homosexual relationships and may ask questions about these. We will answer these questions factually, in a general way, seeking to challenge prejudice. We will discuss different family arrangements, including same sex partners, when considering relationships.

If we encounter examples of homophobic language or attitudes we will challenge these. Incidents of homophobic bullying will be dealt with according to our Anti-Bullying policy.

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