



Sex and Relationships Education Policy

Approved by: Kim Griffin/Governing Body **Date:**

Last reviewed on: March 2024

Next review due by: March 2025

Introduction:

At Middle Barton School, we have based our school's Sex and Relationship Education policy on the DfEE guidance document, *Sex and Relationship Education Guidance* (ref DfEE 0116/2000). In this document, Sex and Relationship Education is defined as 'learning about physical, moral and emotional development. It is about understanding the importance of stable and loving relationships, and care. It is also about the teaching of sex, sexuality, and sexual health' in a way that allows children to ask and explore moral questions. We do not use Sex and Relationship Education as a means of promoting any form of sexual orientation. While Sex and Relationship Education in our school means that we teach children about sexual behaviour and about sexual issues, we do this with an awareness of the moral code and values which underpin all our work in school.

We have consulted with our parents, staff and children to arrive at this policy.

Aims/objectives:

Children will be supported in developing the attitudes, skills and knowledge which will help them to have enduring, loving and fruitful relationships. We aim:

- To ensure that SRE is inclusive of and helpful to all pupils and all cultures. It will be based upon the knowledge of and sensitivity towards the needs of individual children and groups taking account of maturity, gender, culture and SEN.
- To teach that strong, mutually supportive and stable relationships are to the benefit of individuals and families and are the building blocks of the wider community.
- To teach children about the physical development of their bodies as they grow into adults.
- To provide children with the correct language and terminology to discuss the changes in their bodies and an awareness that other languages may be used.
- To help children to gain confidence in understanding and explaining, without embarrassment or shame, their feelings and relationships and the changes in their bodies.
- To impart knowledge so that children can understand and take responsibility for their own actions.
- To teach children to respect their own bodies and to understand that sexual activity is most properly expressed within the context of a faithful and stable relationship.
- To teach children to be aware of the breadth of human sexuality and the other patterns and forms of permanent, faithful and stable relationships that exist in our society and are recognised in law.
- To help children to keep safe from unwanted attention and to ensure that they know where to go for help and advice.
- To contribute to children's emotional health and well-being and, in particular, to understand their rights as human beings and the rights of others.
- To eliminate prejudice and stereotyping on the basis of gender, marital status or sexual orientation.

Organisation:

We teach SRE in the context of the school's aims and values in the belief that:

- SRE should be taught in the context of committed relationships and family life;
- SRE 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;
- Children need to learn the importance of self-control.

Teaching and Learning Styles:

If children are to have good relationships, they need to understand their own feelings and motivations, their attitudes and beliefs and the impact they have on others. They need to respect other people's beliefs and to respect similarities and differences so long as these differences do not impact on the rights of others. The school and classroom will provide an environment which is safe, supportive and respectful. Children's views and needs will be respected and they will not be judged or ridiculed. Nobody will be expected to give details about their own experience and all discussions will be confidential. If however, during discussions, the teacher believes a child may be at risk, normal child protection procedures will be followed.

Inclusion:

The school is well aware that the primary role in children's SRE 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 SRE policy and practice;
- answer any questions that parents may have about the SRE of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for SRE in the school;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- inform parents about the best practice known with regard to SRE, 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 SRE provided at school except for those parts included in the statutory National Curriculum (such as the biological aspects of human growth and reproduction that are essential elements of National Curriculum Science). If a parent wishes their child to be withdrawn from SRE lessons, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in.

Teaching Strategies

The teacher will establish ground rules before lessons in order to make an appropriate atmosphere for SRE.

- Children will be free to take an active part in the discussion, if they wish to, or to listen without contributing if they prefer.
- Correct names for parts of the body will be used although common names may be referred to and explained.
- Meanings of words will be explained in a sensible and factual way.
- Each person's views and beliefs will be respected and listened to.
- Children should feel comfortable and confident to ask any questions they may have within a safe and familiar environment.
- No one (teacher or pupil) will have to answer personal questions.
- Misunderstandings will be corrected sensitively.

Discussions

Research has shown that discussions are an effective method for SRE. Structured discussions draw on existing knowledge, make sense of new information and give children an opportunity to practise their social and personal skills. A key aspect of successful discussion is the opportunity to reflect on learning and consider what actions they may take in certain situations.

Videos

Pictures can take the place of a thousand words but they must be used carefully and should usually be followed by a discussion. Videos will be chosen carefully and sections viewed at appropriate times to make the content more relevant.

Discussing stereotypes

Stereotypes will be acknowledged and discussed. This will include discussing media images about teenagers, idealised body types and relationships.

Dealing with difficult questions

Teachers will respond to children's questions sensitively and at an appropriate level. Teachers must be careful to respond only to the question that was asked and not to anticipate that children want to know more than they have asked about. Particularly explicit questions do not have to be answered directly. The teacher may tell the child that her/his question will be answered but that some time is needed to consider or reflect upon the question. Teachers might seek advice from the head, PSHE lead if they are unsure about how to respond. Some questions may be answered on an individual basis rather than in front of the class.

The Content of SRE at Middle Barton School

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	<p>What makes me special</p> <p>People close to me</p> <p>Getting help</p>	<p>Similarities and difference</p> <p>Celebrating difference</p> <p>Showing kindness</p>	<p>Keeping my body safe</p> <p>Safe secrets and touches</p> <p>People who help to keep us safe</p>	<p>Looking after things: friends, environment, money</p>	<p>Keeping my body healthy – food, exercise, sleep</p> <p>Growth Mindset</p>	<p>Cycles</p> <p>Life stages</p> <p>Girls and boys – similarities and difference</p>
Y1	<p>Feelings</p> <p>Getting help</p> <p>Classroom rules</p> <p>Special people</p> <p>Being a good friend</p>	<p>Recognising, valuing and celebrating difference</p> <p>Developing respect and accepting others</p> <p>Bullying and getting help</p>	<p>How our feelings can keep us safe – including online safety</p> <p>Safe and unsafe touches</p> <p>Medicine Safety</p> <p>Sleep</p>	<p>Taking care of things:</p> <p>Myself</p> <p>My money</p> <p>My environment</p>	<p>Growth Mindset</p> <p>Healthy eating</p> <p>Hygiene and health</p> <p>Cooperation</p>	<p>Getting help</p> <p>Becoming independent</p> <p>My body parts</p> <p>Taking care of self and others</p>
Y2	<p>Bullying and teasing</p> <p>Our school rules about bullying</p> <p>Being a good friend</p> <p>Feelings/self-regulation</p>	<p>Being kind and helping others</p> <p>Celebrating difference</p> <p>People who help us</p> <p>Listening Skills</p>	<p>Safe and unsafe secrets</p> <p>Appropriate touch</p> <p>Medicine safety</p>	<p>Cooperation</p> <p>Self-regulation</p> <p>Online safety</p> <p>Looking after money – saving and spending</p>	<p>Growth Mindset</p> <p>Looking after my body</p> <p>Hygiene and health</p> <p>Exercise and sleep</p>	<p>Life cycles</p> <p>Dealing with loss</p> <p>Being supportive</p> <p>Growing and changing</p> <p>Privacy</p>
Y3	<p>Rules and their purpose</p> <p>Cooperation</p> <p>Friendship (including respectful relationships)</p> <p>Coping with loss</p>	<p>Recognising and respecting diversity</p> <p>Being respectful and tolerant</p> <p>My community</p>	<p>Managing risk</p> <p>Decision-making skills</p> <p>Drugs and their risks</p> <p>Staying safe online</p>	<p>Skills we need to develop as we grow up</p> <p>Helping and being helped</p> <p>Looking after the environment</p> <p>Managing money</p>	<p>Keeping myself healthy and well</p> <p>Celebrating and developing my skills</p> <p>Developing empathy</p>	<p>Relationships</p> <p>Changing bodies and puberty</p> <p>Keeping safe</p> <p>Safe and unsafe secrets</p>
Y4	<p>Healthy relationships</p> <p>Listening to feelings</p> <p>Bullying</p> <p>Assertive skills</p>	<p>Recognising and celebrating difference (including religions and cultural difference)</p> <p>Understanding and challenging stereotypes</p>	<p>Managing risk</p> <p>Understanding the norms of drug use (cigarette and alcohol use)</p> <p>Influences</p> <p>Online safety</p>	<p>Making a difference (different ways of helping others or the environment)</p> <p>Media influence</p> <p>Decisions about spending money</p>	<p>Having choices and making decisions about my health</p> <p>Taking care of my environment</p> <p>My skills and interests</p>	<p>Body changes during puberty</p> <p>Managing difficult feelings</p> <p>Relationships including marriage</p>

Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

The children will be taught the specific aspects of human reproduction at the end of year six as part of their preparation for transfer to secondary school. This may include work on smoking, drugs and alcohol, personal safety and dealing with peer pressure. Their class teacher will teach the children, although we may make use of the school nurse for some sessions.

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, give us valuable support with our SRE programme. Other people that we may call on include local clergy, social workers, police and youth workers.

Confidentiality

The class teacher or the school nurse will conduct SRE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the class teacher or school nurse will take the matter seriously and deal with it as a matter of child protection. He/she will respond in a similar way if a child indicates that they may have been a victim of abuse and will draw his/her concerns to the attention of the headteacher. In these circumstances the headteacher and class teacher will talk to the child as a matter of urgency. The headteacher will then deal with the matter in accordance with the Child Protection and Safeguarding Policy.

The role of the headteacher

It is the responsibility of the headteacher to ensure that both staff and parents are informed about our SRE policy, and that the policy is implemented effectively.

The headteacher liaises with external agencies regarding the school SRE 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 headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Monitoring and review

The Full governing body monitors our SRE policy on an annual basis.

This policy should be read in conjunction with the following policies:

- Safeguarding (inc. responding to disclosures)
- Anti-bullying
- Equality, diversity and inclusion policy
- DfE Keeping children safe in education