

**Barlow C.E Primary School**  
**Policy for Sex and Relationship Education (SRE)**

Person with overall responsibility for SRE : **John Donnelly**  
Governor responsible:

**How this Policy was developed**

This policy was developed and agreed in consultation with all staff, governors, parents /carers and various external bodies. It takes full account of the school's legal obligations and reflects the national aims and priorities included in the DfES Sex and Relationship guidance 0116/2000.

- The policy has been discussed with Governors and staff.
- Pupils will be consulted at the review stage and through exit interview in Year 6.
- Staff will be trained as part of PSHE to deliver puberty and menstruation talks to older pupils in key stage 2.

**Definition**

The objective of SRE is to help and support pupils through their physical, emotional and moral development. A successful programme should be firmly embedded within the schools framework for PSHE and the National Curriculum for Science. This will help pupils learn to respect themselves and others by acquiring accurate information, developing skills and forming positive beliefs, values and attitudes.

SRE is an integral part of the curriculum in that it involves consideration of different types of relationships at different levels.

Pupils need to be given accurate information and helped to develop skills to enable them to understand difference and respect themselves and others and for the purpose also of preventing and removing prejudice.

In the Foundation Stage and Key Stage 1, the focus is on relationships in families and with friends. As children go through the school, they begin to consider other relationships. Sexual relationships are considered at Year 5 and 6.

**Rationale and Statutory Requirements**

SRE has a number of broad outcomes and specific aims, listed in the following section. SRE helps children learn about physical, moral, social and emotional development. It is about understanding the importance of family life based on respect, care, empathy and love. In addition, SRE can help to support academic achievement.

However, there is also a legal requirement. As well as non-statutory guidelines for PSHCE, including SRE, the National Curriculum for Science specifies aspects of SRE that must be taught; it requires that pupils should be taught about body parts, the human life cycle and reproduction at Key stage 1 and 2.

The 1993 Education Act requires governors of all county and maintained schools to consider the provision of sex education and to ensure that the school has a sex and relationship education policy. The Act gives parents the right to withdraw their children from all, or part, of sex and relationship education, which is not part of the National Curriculum.

The Education Regulations 1993 require all maintained schools to publish in their prospectus a summary of the content and organisation of any sex and relationship education which they provide.

The 1988 Education Act requires school to:

- promote the spiritual, moral, social, cultural and physical development of pupils

- prepare pupils for the opportunities, responsibilities and experiences of adult life.

## **Values**

The aims and objectives of **Barlow C.E Primary School** form the values which underpin SRE.

Our values underpin all teaching, in all subjects including SRE:

The aim of our school is to create a happy, secure and stimulating environment in which all members of the school community can grow in self esteem and develop their potential as human beings, learning together to achieve their very best standards.

- To promote caring relationships in school and the wider community, tolerance, understanding and respect for all people.
- Offer a broad and balanced curriculum in which all children will reach their full potential.
- To develop exciting, imaginative and differentiated approaches to learning.
- To develop confident, enthusiastic and independent learners and thinkers.
- To enable the pupils to set themselves high standards, to take pride in their work and strive towards excellence.

## **Aims**

SRE will develop children's personal and emotional development and children's knowledge and understanding

SRE is learning about physical, moral and emotional development. It is about understanding the importance of family life, stable and loving relationships, respect, love and care.

## **Desired Learning Outcomes (see appendix two for further guidance and information)**

### **Attitudes and Values**

- learning the importance of values and individual conscience and moral considerations
- learning the value of family life, marriage and stable and loving relationships for the nurture of children
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemma: and
- developing critical thinking as part of decision –making

### **Personal and Social Skills**

- Learning to manage emotions and relationships confidentiality and sensitively
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse
- Learning how to recognise pressure and ways of dealing with it

### **Knowledge and Understanding**

- Learning and understating physical development at appropriate stages
- Understanding human sexuality, reproduction, sexual health, emotions and relationships

## **Roles and Responsibilities**

**The PSHCE Co-ordinator**

The school has a co-ordinator for PSHCE who is responsible for all aspects of the subject including SRE. In respect of SRE, responsibilities are to:

- ensure that all staff are confident in the skills to teach and discuss SRE issues
- monitor and advise on organisation, planning and resource issues across the school
- ensure procedures for assessment, monitoring and evaluation are included.
- Liaise with the named governor for SRE
- review / update the policy on a two year cycle or sooner if necessary.

### **The Headteacher**

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning.

The Headteacher's responsibilities in respect of SRE are to:

- liaise with the PSHCE Co-ordinator
- keep the governing body fully informed of issues and progress in SRE
- act upon any concerns which may arise from pupil disclosure during SRE sessions.

### **The Governing Body**

The Governing body, in co-operation with the Head Teacher, determines / agrees the school's general policy and approach to SRE provision for all pupils. They will continue their involvement through regular evaluation of it.

### **The Teacher**

Teaching children about SRE is a whole-school, on-going process and all teachers are sensitive to each individual pupil's needs. Teachers promote positive, healthy choices and relationships on a daily basis. It is the responsibility of all staff to teach SRE in line with the principles and statements set out in this policy, and in particular:

- to establish with pupils a set of ground rules which set the parameters for discussion
- to recognise when there is a concern about sexual abuse and to follow concerns under Child Protection procedures (see Child Protection and Confidentiality section, below)
- promote the spiritual, moral, cultural, mental and physical development of pupils at the school
- prepare pupils for the opportunities, responsibilities and experiences of adult life
- discuss all types of relationships with sensitivity and respect
- approach the teaching of SRE with an awareness of the children's needs in this area e.g. through assessment of their knowledge and understanding; through dialogue with Child Protection Officer about vulnerable pupils
- be developmental and appropriate to the age and stage of the child – common starting points are not assumed
- inform children about changes and growing up as part of the Science and PSHE curriculum.

When teaching any work in SRE, sensitive questions may arise. Such questions are answered as appropriate. This is in accordance with Dfes guidance (2000). However, teachers should:

- deflect questions that are of a personal nature
- delay answers to some questions to allow clarification
- not be drawn into providing more information than is appropriate to the age of the child
- acknowledge questions that are too explicit which may need to be answered at a parent's discretion by the parent or carer.

### **The Teaching Assistant**

Teaching Assistants may support teachers in the preparation and organisation of resources and with particular children to facilitate access to materials (e.g. as a reader or scribe).

### **External Agencies**

Throughout the years, visitors may be invited to help the teaching and learning process, e.g. a parent and baby might help to illustrate work on relationships or changes.

In Y5/6 the school contributes to work on physical changes (puberty). Girls in Year 5 receive menstruation talk and boys and girls in Year 6 receive puberty talk. Parents are informed of the puberty, relationships and sexual health work that is to be covered in these years and if they have any questions or concerns, they may consult with the PSHCE Coordinator and / or withdraw their child from the particular lessons.

### **The Parents / Carers**

They have a legal right to view this policy and to have information about the school's SRE provision. The school will seek and take account of parent / carer views and endeavour to adopt a partnership approach with parents/carers, through publication of the school brochure and the resources being available for parents to view.

Under section 405 of the Education Act 1996, parents may opt to withdraw their children from SRE lessons: *"if any parent of any pupil...requests that s/he may be wholly or partly excused from receiving sex education at the school, the pupils shall, **except** in so far as the education is comprised in The National Curriculum, be so excused accordingly until the request is withdrawn."*

Parents wanting to exercise this right are invited to see the Headteacher or PSHCE Co-ordinator who will explore their concerns.

### **Child Protection and Confidentiality**

It is the responsibility of **Barlow C.E. Primary School** to support its pupils and to carry out its functions with a view to safeguarding and promoting the welfare of pupils (s 175 2002 Education Act). In fulfilling this duty they must have regard to guidance issued by the Secretary of State (\*see references). Whilst children and young people have the same rights to confidentiality as adults no pupil should be guaranteed absolute confidentiality. Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school's Senior member of staff with designated responsibility for Child Protection. The Designated person will then, in line with the School's Child Protection policy and the North Yorkshire Safeguarding Children Board guidance and procedures, take action as appropriate. Pupils will be made aware of the law relating to sexual offences and of those circumstances where confidentiality cannot be maintained. Staff should ensure when making notes that they are factual and based on evidence in line with the Freedom of Information Act (2000), not supposition.

### **Organisation, Planning and Resources**

SRE is delivered in line with the National Curriculum for Science, the national framework for PSHCE, Dfes Sex and Relationship Guidance and guidance from LA team.

To ensure full coverage, SRE is addressed in two ways:

- through designated curriculum time, either each week over a period of time or a special 'blocked topic' of work (eg under a heading such as 'My body', 'Growing up', healthy lifestyles etc)
- through other curriculum areas (Science, English and RE provide a particularly useful platform); these cross-curricular links are always made to make learning more meaningful and impactful.

SRE, as part of PSHCE, forms part of the school's Long Term Plans

In the Foundation Stage, SRE begins with personal and social development work to meet Early Learning Goals.
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At Y5/6, Sex Education focus is in context of Feelings & Relationships and Health / Science: body changes during puberty.
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## **Sexuality**

In accordance with Dfes guidance, our approach to SRE will include sensitive, honest and balanced consideration of sexuality. We shall actively tackle homophobic bullying: it is not acceptable and will not be tolerated (see School Bullying Policy). This would include the use of 'gay' in a derogatory term.

### **Guidelines**

Situations will be dealt with sensitively and age/maturity appropriately. The term 'Gay' may be used in a gender biased way ie 'you're gay' may mean that the child is saying you are acting like a girl in which case again it would be treated differently.

In some cases it may be necessary to involve the parents-this will be down to the Head Teacher's discretion.

Similarly with HIV/AIDS education. Lessons will not be planned around the issues surrounding these topics. However occasions may arise where individual children may raise questions. These will be dealt with in the same manner as above.

## **The resources used to support SRE:**

Resources used are taken from the DfES SEAL materials.

Because SRE covers many aspects of relationships and feelings, teaching is generally planned in such a way as to encourage full participation by all children, irrespective of gender or ability.

## **Assessment and Reporting**

**Barlow C.E. Primary School** is determined to make the curriculum as relevant to the children's needs as possible. To this end assessments will be made through observation of children and their work and by talking to and discussion between pupils.

A statement as to the personal and social development of each pupil may be made in the annual report to parents. This may make reference to SRE learning during the year.

Assessment and reporting of SRE will make reference to learning outcomes in PSHCE or Science.

## **Equality of Opportunity**

Barlow C.E. Primary School strives to ensure equality of opportunity in the learning and teaching process, and also for equality of opportunity for the children's futures.

Young people may have varying needs regarding SRE depending on their circumstances and background. SRE includes the study of physical and emotional differences and differences in life experience. Through such study children can acquire understanding of and respect for other people and their values.

## **Varying Home Backgrounds**

At Barlow C.E. Primary School, all teaching aims to meet the needs of all children. SRE reflects the realities of children's different lives. This will include, for example, children whose parents have married, divorced or split up and children in public care. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

## **Special Educational Needs**

For all pupils, there is a need for clear, explicit and repeated teaching about sex and relationships to avoid confusion. Pupils with learning difficulties may need to specifically learn things which other pupils learn incidentally eg what being 'private' actually means. They may be more open to exploitation than other pupils and may need additional teaching to help them understand acceptable parameters and behaviours. Above all, they need the knowledge, skills and understanding to make informed, positive decisions about their own relationships and lives, and about their own safety.

SRE lends itself to study by children with a range of different abilities. Children can work on the same content at different rates and levels; some may be supported by a teaching assistant (eg to read).

### **Gender Issues and Sexual Stereotyping**

Girls tend to have greater access to SRE than boys, both through the media (particularly magazines) and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying. Teachers are careful not to reinforce stereotypes or traditional expectations of gender roles.

### **Ethnic and cultural diversity**

Different ethnic and cultural groups may have different attitudes to SRE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

### **Monitoring and Evaluating**

The SRE programme is regularly evaluated by the SRE co-ordinator. The views of students and teachers are used to make changes and improvements to the programme on an ongoing basis. The policy will be formally reviewed every two years for the following purposes:

- to review and plan the content and delivery of the programme of study for sex and relationships education
- to review resources and renew as appropriate
- to update training in line with current LEA guidelines.

Reviewed March 2016

To be reviewed March 2018

## **Appendix 1:**

### **References**

This policy was compiled with reference to:

**The Framework for Sex and Relationships Education** (1999) Sex Education Forum

**National Healthy School Standards** (2007) Dfes

**The National Curriculum: Handbook for primary and secondary schools teachers in England**

(1999) DfEE and QCA

**PSHE and citizenship: ensuring effective sex and relationships education** Sex Education Forum  
Factsheet 27 (2002)

**Sex and relationships education for primary age children** Sex Education Forum Factsheet 28 (2002)

**Sex and relationships education: school responsibilities** (2002) DfES

**Sex and relationship Education Guidance** DfES Circular 0116/2000. (2000)

**Sex and relationships: A report from Her Majesty's Chief Inspector of Schools** (2002) OFSTED,  
HMI 433

**Stand Up for Us: challenging homophobia in schools** (2004) DfES

**\*Guidance which the school must have regard to in fulfilling its duty under S175 2002 Education  
Act:**

- **Safeguarding Children and Safer Recruitment in Education (2007) DfES**
- **Working Together to Safeguard Children HM Government**
- **School Child Protection Policy**
- **North Yorkshire Safeguarding Children Board Procedures and Guidance**  
([www.safeguardingchildren.co.uk](http://www.safeguardingchildren.co.uk))

## **Appendix 2: Learning Outcomes**

**SRE aspects of the National Curriculum Science and suggested learning outcomes for SRE for each key stage.** They give a basis for planning / assessing work in SRE. They draw on DfES and other guidance on SRE and they reflect elements of the non-statutory framework for PSHE. Those statements in italics are part of the National Curriculum Science requirements. (Ofsted: Sex and Relationships 2002)

### **National Curriculum Science**

#### Key Stage 1

1. animals including humans, move, feed, grow, use their senses and reproduce.
2. pupils should be able to recognise and compare the main external parts of the bodies of humans.
2. humans and animals can produce offspring and these grow into adults.

#### Key Stage 2

1. the life processes common to humans and other animals include nutrition growth and reproduction.
2. about the main stages of the human life cycle.

#### Key Stage 3

1. fertilisation in humans ...is the fusion of a male and a female cell
2. physical and emotional changes that take place during adolescence.
3. about the human reproductive system, including the menstrual cycle and fertilisation.
4. how the foetus develops in the uterus.
5. how the growth and reproduction of bacteria and the replication of viruses can affect health

#### Key Stage 4

1. The way in which hormonal control occurs, including the effects of sex hormone
2. some medical uses of hormones, including the control and promotion of fertility
3. the defence mechanisms of the body
4. how sex is determined in humans

### **By the end of Key Stage 1**

#### **Pupils will be able to:**

- *recognise and compare the main external parts of the bodies of humans*
- *recognise similarities and differences between themselves and others and treat others with sensitivity*
- identify and share their feelings with others
- recognise safe and unsafe situations
- identify and be able to talk with someone they trust
- be aware that their feelings and actions have an impact on others
- make a friend, talk with them and share feelings
- use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

#### **Pupils will know and understand:**

- *that animals, including humans, grow and reproduce*
- *that humans and animals can produce offspring and these grow into adults*
- the basic rules for keeping themselves safe and healthy
- about safe places to play and safe people to be with
- the needs of babies and young people
- ways in which they are like and different from others
- that they have some control over their actions and bodies
- the names of the main external parts of the body including agreed names for sexual parts

- why families are special for caring and sharing.

**Pupils will have considered:**

- why families are special
- the similarities and differences between people
- how their feelings and actions have an impact on other people.

**By the end of Key Stage 2**

**Pupils will be able to:**

- express opinions, for example, about relationships and bullying
- listen to, and support others
- respect other people's viewpoints and beliefs
- recognise their changing emotions with friends and family and be able to express their feelings positively
- identify adults they can trust and who they can ask for help
- be self-confident in a wide range of new situations, such as seeking new friends
- form opinions that they can articulate to a variety of audiences
- recognise their own worth and identify positive things about themselves
- balance the stresses of life in order to promote both their own mental health and well-being and that of others
- see things from other people's viewpoints, for example their parents and their carers
- discuss moral questions
- listen to, support their friends and manage friendship problems
- recognise and challenge stereotypes, for example in relation to gender
- recognise the pressure of unwanted physical contact, and know ways of resisting it.

**Pupils will know and understand:**

- *that the life processes common to humans and other animals include growth and reproduction*
- *about the main stages of the human life cycle*
- that safe routines can stop the spread of viruses including HIV
- about the physical changes that take place at puberty, why they happen and how to manage them
- the many relationships in which they are all involved
- where individual families and groups can find help
- how the media impact on forming attitudes
- about keeping themselves safe when involved with risky activities
- that their actions have consequences and be able to anticipate the results of them
- about different forms of bullying people and the feelings of both bullies and victims
- why being different can provoke bullying and know why this is unacceptable
- about, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together.

**By the end of Key Stage 3**

**Pupils will be able to:**

- Manage changing relationships
- Recognise risk of personal safety in sexual behaviour and be able to make safe decisions
- Ask for help and support
- Explain the relationship between their self-esteem and how they see themselves
- Develop skills of assertiveness in order to resist peer pressure and stereotyping
- See the complexity of moral, social and cultural issues and be able to form a view of their own

- Develop good interpersonal skills to sustain existing relationships as they grow and change and to help them make new relationships
- Be tolerant of the diversity of personal, social and sexual preference in relationships
- Develop empathy with the core values of family life in all its variety of forms
- Recognise the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage
- Recognise the stages of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively.

**Pupils will know and understand:**

- That fertilisation in humans is the fusion of a male and a female cell\*
- The physical and emotional changes that take place during adolescence\*
- About the human reproductive system, including the menstrual cycle and fertilisation\*
- How the foetus develops in the uterus\*
- How the growth and reproduction of bacteria and the replication of viruses can affect health\*
- How the media influence understanding and attitudes towards sexual health
- How good relationships can promote mental well-being
- The law relating to sexual behaviour of young people
- The sources of advice and support
- About when and where to get help, such as at a genito-urinary medicine clinic.

**Pupils will have considered:**

- The benefits of sexual behaviour within a committed relationship
- How they see themselves affects their self-confidence and behaviour
- The importance of respecting difference in relation to gender and sexuality
- How it feels to be different and be discriminated against
- Issues such as the costs of early sexual activity
- The unacceptability of prejudice and homophobic bullying
- What rights and responsibility mean in relationships.

**By the end of Key Stage 4**

**Pupils will be able to:**

- Recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek professional health advice
- Manage emotions associated with changing relationships with parents and friends
- See both sides of an argument and express and justify a personal opinion
- Have the determination to stand up for their beliefs and values
- Make informed choices about the pattern of their lifestyle which promote well-being
- Have the confidence to assert themselves and challenge offending behaviour
- Develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships
- Work co-operatively with a range of people who are different from themselves.

**Pupils will know and understand:**

- The way in which hormonal control occurs, including the effects of the sex hormones\*
- Some medical uses of hormones including the control and promotion of fertility\*
- The defence mechanisms of the body\*
- How sex is determined in humans\*
- How HIV and other sexually transmitted infections affect the body
- The link between eating disorders and self-image and sexual identity
- The risks of early sexual activity and the link with the use of alcohol
- How the different forms of contraception work and where to get advice
- The role of statutory and voluntary organisations
- The law in relation to sexual activity for young people and adults
- How their own identity is influenced by both their personal values and those of their family and society
- How to respond appropriately within a range of social relationships
- How to access the statutory and voluntary agencies which support relationships in crisis

- The qualities of good parenting and its value to family life
- The benefits of marriage or a stable partnership in bringing up children
- The way different forms of relationship including marriage depend for their success on maturity and commitment.

**Pupils will have considered:**

- Their developing sense of sexual identity and feel confident and comfortable with it
- How personal, family and social values influence behaviour
- The arguments around moral issues such as abortion; contraception and the age of consent
- The individual contributions made by partners in a sustained relationship and
- How these can be of joy or benefit to both
- The consequences of close relationships including having children and how this will create family ties which impact on their lives and those of others.