



Sex and Relationships Policy April 2016

At The BAWB Federation we will

Cultivate an environment where children are happy and secure and enjoy learning, by:

- Ensuring that everyone is treated with respect as an individual whose opinions and beliefs are valued.
- Creating exciting, high quality learning environments indoors, outdoors, and in the wider community.
- Involving parents /carers in decisions about their child's learning.

Provide a broad, balanced and enriched curriculum, by:

- Continuously striving for high standards of achievement through appropriate child-centred teaching.
- Ensuring a wealth of meaningful learning experiences that meet the needs of each individual.

Inspire and challenge each child to achieve their full potential and in so doing lay the foundations for life- long learning, by:

- Developing our children's confidence and self-esteem.
- Ensuring that our children are active, independent learners.
- Encouraging our children to begin to take responsibility for themselves, their learning and their behaviour, to prepare them for a changing world.

We strive to create a caring family atmosphere that values every child's individuality.

Definition of Sex and Relationship Education

"Sex and Relationship Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching." SRE Guidance, DfEE 2000

The Aims of Sex and Relationships Education at The BAWB Federation are:

- To develop knowledge and understanding about growth and development and human reproduction
- To promote the value of loving relationships and of family life
- To foster self-esteem, self-awareness and a sense of moral responsibility
- To develop the skills to avoid and resist unwanted sexual experience
- To encourage exploration of values and attitudes, consideration of sexuality and personal relationships and the development of communication and decision making skills.

Philosophy, Values and Aims

SRE (Sex and Relationships Education) has three main elements of which the following are relevant to teaching at The BAWB Federation:

1. 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 dilemmas
- Developing critical thinking as part of decision making



2. Personal and social skills

- Learning to manage emotions and relationships confidently 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

3. Knowledge and understanding

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, emotions and relationships

Sex and Relationships Education in BAWB Schools will:

- Be developmental and appropriate to the age and stage of the child
- Be available to all pupils
- Provide information and knowledge
- Challenge beliefs and highlight misconceptions
- Help the child to form positive attitudes and values
- Examine opinions and concepts and encourage discussion
- Develop awareness, respect and responsibility for oneself and for others
- Promote the skills necessary for effective communication
- Encourage positive behaviour
- Equip each child with the assertiveness skills necessary to enable them to make choices

Contents and delivery of the SRE programme

At The BAWB Federation SRE is taught at a level appropriate to the age of the children incorporating relevant aspects of the non-statutory framework for Personal, Social and Health Education and Citizenship (PSHCE) and the National Curriculum for Science.

The Learning Outcomes for SRE are taken from the non-statutory framework for PSHCE and the National Curriculum for Science. The latter are written in bold italic text.

By the end of KS1 pupils will be able to:

- ***Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense***
- ***Notice that animals, including humans, have offspring which grow into adults***
- ***Find out about and describe the basic needs of animals, including humans, for survival***
- ***Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene***
- Recognise what they like and dislike, what is fair and unfair, and what is right and wrong
- Share their opinions on things that matter to them and explain their views
- Recognise, name and deal with their feelings in a positive way
- Think about themselves, learn from their experiences and recognise what they are good at
- Know how to set simple goals.
- Take part in discussions with one other person and the whole-class
- Recognise choices they can make, and recognise the difference between right and wrong
- Realise that people and other living things have needs, and that they have responsibilities to meet them
- Understand that they belong to various groups and communities, such as family and school
- Know how to make simple choices that improve their health and wellbeing



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- Maintain personal hygiene
- Understand how some diseases spread and can be controlled
- Understand about the process of growing from young to old and how people's needs change
- Know the names of the main parts of the body
- Understand that all household products, including medicines, can be harmful if not used properly
- Recognise how their behaviour affects other people
- Listen to other people, and play and work cooperatively
- Identify and respect the differences and similarities between people
- Understand that family and friends should care for each other
- Understand that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.
- Take and share responsibility
- Feel positive about themselves
- Take part in discussions
- Make real choices
- Develop relationships through work and play
- Consider social and moral dilemmas that they come across in everyday life
- Ask for help

By the end of KS2 pupils will be able to:

- **Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat**
- **Describe the life process of reproduction in some plants and animals**
- **Describe the changes as humans develop to old age**
- **Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function**
- **Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents**
- Understand:
 - what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choice
 - that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread
 - about how the body changes as they approach puberty
 - which commonly available substances and drugs are legal and illegal, their effects and risks
 - to recognise the different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable
 - that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong
- Know that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
- Think about the lives of people living in other places and times, and people with different values and customs
- Have an awareness of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships
- Realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help
- Recognise and challenge stereotypes
- Understand that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability



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- Know where individuals, families and groups can get help and support
- Take responsibility
- Feel positive about themselves
- Participate
- Make real choices and decisions
- Develop relationships through work and play
- Consider social and moral dilemmas that they come across in life
- Find information and advice
- Prepare for change

Sex and Relationships Education will be taught within a supportive atmosphere where pupils feel comfortable and able to express their feelings. A variety of teaching strategies and activities will be used, such as:

- Discussion
- Circle time
- Brainstorming
- Displays
- Role play
- Visits and visitors
- Photographs
- Audio visual aids
- Fiction and non-fiction texts

Assessment

Assessment in sex and relationships education should:

- Be planned from the beginning as an integral part of teaching and learning
- Provide regular opportunities for pupils to give and receive feedback on their progress and achievements, helping them to identify what they should do next
- Involve pupils in discussion about learning objectives and desired outcomes

Teachers may use the following methods to assess learning:

- Self-assessment with pupils writing and drawing an evaluation of their feelings about their learning
- Teacher assessment with teachers observing and listening to the pupils' responses, or assessing their written work, drawings, role play or drama

Monitoring

Monitoring of sex and relationships education will be part of the school's on-going monitoring programme. As such monitoring will include:

- Observing lessons
- Monitoring lesson plans
- Gathering evidence through staff and pupil questionnaires
- Sampling evaluations and assessments

Roles and Responsibilities

The Governing Body will:

- Ensure the legal framework is followed
- Ensure that all SRE is placed in the context of moral values and family life
- Consult with parents on the school's policy for SRE
- Implement the SRE policy with the Headteacher
- Include a summary of the content and organisation of SRE in the school prospectus



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- Ensure all parents are aware of their right to withdraw their child from any SRE which is in addition to the National Curriculum
- Ensure the policy is reviewed regularly

The Headteacher will:

- Implement the Policy for Sex and Relationship Education
- Ensure that the Policy is followed
- Liaise with the governors on the teaching of the Policy in school
- Liaise with parents and any external agencies
- Provide appropriate and sufficient resources
- Ensure that the SRE Policy is reviewed as part of the school's three year cycle
- Respond according to individual problems experienced by children

The PSHCE subject leader will:

- Review the SRE Policy in liaison with the Headteacher
- Write and review the Scheme of Work for SRE in liaison with the Headteacher
- Monitor the delivery of SRE in liaison with the Headteacher
- Provide access to information, guidance, support and training to school staff for SRE

School staff will:

- Teach sex and relationship education in accordance with the SRE Policy
- Respond to the individual needs of the children, giving them relevant support should a child be experiencing difficulties
- Respond appropriately to individual questions of a sensitive nature after liaising with parents first
- Respond appropriately to those children whose parents wish them to be withdrawn from aspects of the non-statutory SRE programme.

Visitors

The school may also invite a representative from the Healthy Child team (or other health professional) to enhance the delivery of the SRE programme, though staff in school have been trained to deliver appropriate workshops to cover changes that happen at puberty. Any such visitor will follow the school's planned programme for SRE and copies of the school's SRE Policy will be made available to them prior to their visit.

Law and guidance on good practice

Sex and Relationships Education (SRE) is compulsory for all pupils of secondary school age, but not for pupils of primary age. However, it is recommended that all primary schools should include SRE in the curriculum.

Involvement of Pupils and Parents and the right of withdrawal

Guidance states that all parents should be consulted and involved in discussions about sex education. The SRE policy is available on request and on the school web-site.

Parents have the right to withdraw their child from all or part of a sex education programme except for those parts that fall within the statutory National Curriculum. The request for withdrawal should be put in writing and will be put onto the child's school record.



Answering Questions and Sensitive Issues

Governors and teachers are in agreement that teachers should answer all children's questions relating to SRE in an open and factual way, taking into consideration the family background, culture, religious beliefs and pupils' differing experiences. The following ground rules have been established:

- Teachers should not enter into discussion about personal issues or lifestyles
- No-one (child or adult) has to answer a personal question
- Nobody is forced to take part in a discussion
- In discussion, teachers will promote the knowledge and use of 'accepted' names for external body parts (see below)
- Teachers will always involve parents before answering questions of a sensitive nature
- Meanings of words are explained in a sensible and factual way

An individual child may ask an explicit or difficult question in the classroom. Teachers will use their discretion in these situations, and may use the following strategies in responding to questions:

- Reassure the child
- Try to find out why the child is asking the questions, and exactly what they want to know
- Determine the child's present level of knowledge and understanding
- Offer a simple answer, and if appropriate back up with a relevant story or picture
- If the answer required is more complex, the teacher will meet with the child's parents/carers at the end of the day to discuss the issue
- Occasionally, it might be appropriate for questions to be answered later on in the day instead of immediately, in order to find an appropriate time for responding, or to give a member of staff time to prepare an appropriate response

If children ask specific questions about the following terms, or if children use the following terms and it is felt that an explanation should be given the following definitions may be shared with the children. The guidelines for answering difficult questions will be followed in all cases (see above).

1. Lesbian/Gay/Homosexual

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Our basic response will be that all families are different. Some children have a mum and a dad as their parents; some children have just a mum or a dad; some children have two mums and some have two dads. If a family has two mums or two dads we call those parents gay and/or lesbian or homosexual depending on their gender.

2. AIDS/HIV

Our bodies are very clever at fighting germs. However, there are some germs called HIV damage the body's ability to fight germs. If someone has HIV and they get ill their bodies cannot fight the germs. This illness is called AIDS.

Naming body parts

Our schools feel that it is not always appropriate to teach the names of sexual organs as part of the sex and relationships education programme. However, as part of the responsive approach, if children in KS2 ask specific questions, the terms 'penis', 'vulva' and 'vagina' may be used in line with the guidelines for answering difficult questions.

It may be appropriate to use the proper names of some other sexual organs when teaching children about the effects of puberty in Key Stage Two (e.g. ovaries). This should be done in a sensitive and appropriate manner.



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Definition of the family

Teachers will base work on families and family life on the following definition of a family:

“A family is a nurture group of significant individuals who care for one another”.

This definition in its wording above is for the teachers’ own use and will not be shared with the children. In order to show due regard for family life, staff will ensure that they have knowledge about the children’s backgrounds, and will respect each child’s individual circumstances, without making value judgements.

Inclusion

In support of the school policies for Race Equality, Equal Opportunities and Inclusion, all pupils, regardless of age, ability, gender or race have the same opportunity to benefit from SRE, resources and teaching methods.

Confidentiality

Although an atmosphere of trust is encouraged teachers will not offer pupils or their parents/carers unconditional confidentiality. Information about behaviour likely to cause harm to the pupil or to others will be passed on to the appropriate agency via the Headteacher as the Designated Senior Person for Child Protection.

Child Protection procedures will be followed.

Review and Evaluation

The policy review schedule will ensure that this policy is reviewed annually (or sooner where appropriate).

OfSTED is required to evaluate and report on the spiritual, moral, social and cultural of pupils. This includes evaluating and commenting on the school’s SRE Policy, and on support and staff development, training and delivery.

Policy Review and Consultation process

- The policy will be reviewed by staff and will be made available to parents via the school website and prior to visits from external agencies to deliver information specifically related to puberty.
- A short summary will be included in the school prospectus and given to all parents on admission and the policy will be available on the school web-site.

Review date: Spring 2019