



BROOKE PRIMARY ACADEMY

SEX AND RELATIONSHIP POLICY

School: Brooke Primary Academy

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Date approved by Governing body:

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Person responsible for this policy:

Contents

Introduction

Aims

Statutory requirements

Policy development

Definition

Curriculum

Links to Jigsaw

Delivery

Roles and responsibilities

Parents' right to withdraw

Parental rights

Training

Monitoring arrangements

Sex and Relationships Policy

Introduction

The Sex Education Forum defines SRE as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

The aim of SRE is to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and well-being, for example:

- physical development, for example how our reproductive systems work,*
- emotions, like how to manage feelings, and*
- the social side of it, such as positive and negative influences from friends.*

The teaching of Sex and Relationship Education has three main elements:

- Attitudes and values*
- Personal and social skills*
- Knowledge and understanding*

Sex and Relationship Education at Brooke Primary Academy is seen as part of a wider health education programme. The children follow this programme from the Foundation Stage to Year 6, each year adding to and extending their knowledge. As a result, it will be taught at varying levels throughout the school. We always wish to involve

parents in understanding and supporting what is being taught in school and this is especially important in Sex and Relationship Education. At the stage when human reproduction is to be taught, parents will be informed when the school nursing team will be coming in and will have the option to opt out if they feel it is not suitable for their child.

Aims

The aims of sex and relationship education (SRE) at our school are to:

- Provide a framework in which sensitive discussions can take place*
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene*
- Help pupils develop feelings of self-respect, confidence and empathy*
- Create a positive culture around issues of sexuality and relationships*
- Teach pupils the correct vocabulary to describe themselves and their bodies*

You may also want to outline how SRE relates to the school's ethos and values

Statutory requirements

SRE is not compulsory in primary schools. However, primary schools are required to teach the elements of sex education contained in the science curriculum.

If primary schools do teach SRE, they must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Brooke Primary Academy we teach SRE as set out in this policy.

You should also refer to your funding agreement and articles of association for further information.

Policy development

Schools are expected to consult parents and stakeholders when creating an SRE policy. The text below is an example of how schools may do this. You'll need to adapt this section to reflect your own policy development process. For example, you may want governors to be involved earlier in the process.

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review - a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation - parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation - we investigated what exactly pupils want from their SRE
5. Ratification - once amendments were made, the policy was shared with governors and ratified

Definition

Adapt this section to suit your phase and context.

- SRE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- SRE involves a combination of sharing information, and exploring issues and values.
- SRE is not about the promotion of sexual activity.

Mandatory Subjects - Our definitions of Relationship Education (RE) is as follows:

Relationships Education is learning about the emotional, social and physical aspects of growing up. It is inclusive of all types of families, to help children understand about loving and caring relationships of all types. It should equip children with the information, skills and positive values to have safe relationships, to understand their bodies and to empower them to know they have choice. This subject can support children to develop resilience and to know how and when to ask for help.

Non-Mandatory Subjects - Our definitions of Sex Education (SE) is as follows:

Sex Education (SE) provides a safe environment for children to have a factual, age appropriate

introduction to human reproduction and to ask questions related to this topic. It should enable children to access a safe source of information. Sex Education in this school will always form part of a broader scheme of work presented in conjunction with RE above, therefore will be referred to as Sex and Relationship Education (RSE).

Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff taking into account the needs and feelings of pupils. If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so pupils are fully informed and don't seek answers online

For more information about our curriculum, see our curriculum map in Appendix 1.

Some of the learning objectives can be met through the Science curriculum (Life and Living Processes). However, Sex and Relationship Education is a major part of our health curriculum and is therefore taught as part of the PSHCE timetable.

Sex and Relationships Programme

At Brooke Primary Academy, Sex and Relationship Education is supported by our curriculum for PSHCE (personal, social, health and citizenship education) which is taught through Jigsaw.

By delivering Sex and Relationship Education in this way we can ensure that pupils receive their Sex Education in the wider context of relationships and

are prepared for the opportunities, responsibilities and experiences of adult life.

The combined PSHCE framework at Key Stages 1 and 2 is developed through four broad themes these are:-

- Developing confidence and responsibility and making the most of pupil's abilities
- Preparing to play an active role as citizens
- Developing a healthier, safer life style, and
- Developing good relationships and respecting differences between people.
- At our school we shall endeavour to ensure that Sex and Relationship Education shall contribute to the foundation of PSHCE and Citizenship by ensuring that all children:-
- Develop confidence in talking, listening and thinking about feelings and relationships
- Are able to name body parts and describe how their bodies work
- Can protect themselves and ask for help and support
- Are prepared for puberty.

Links to Jigsaw PSHCE

The school will follow the content of the Jigsaw PSHCE scheme. Jigsaw covers all areas of PSHCE for the primary phase. The 'Changing Me' puzzle will teach the specific learning outcomes for Sex and Relationships education. Each year has a different piece of the same puzzle. Overall, the puzzle will look at change and coping with change in lots of contexts, so changes as we grow up and enter puberty are seen as one sort of change that we can all cope with.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
Foundation	Piece 4 Changing Me	I am interested in the differences between boys and girls, I name body parts and talk friends and family. Understand that some areas of the body are private and should not be touched and who they can talk to if they are worried.
1	Piece 4 Boys' and Girls' bodies	Identify the parts of the body that make boys different to girls and use the correct names

		<p>for these: penis, testicles, vagina. Respect my body and understand which parts are private.</p>
2	<p>Piece 4 Boys' and Girls' Bodies</p>	<p>Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private. Tell you what I like/don't like about being a boy/girl.</p>
3	<p>Piece 1 How Babies Grow</p>	<p>Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby. Express how I feel when I see babies or baby animals.</p>
3	<p>Piece 2 Babies</p>	<p>Understand how babies grow and develop in the mother's uterus and understand what a</p>

		<p>baby needs to live and grow. Express how I might feel if I had a new baby in my family</p>
3	Piece 3 Outside body changes	<p>Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies Identify how boys' and girls' bodies change on the outside during this growing up process. Recognise how I feel about these changes happening to me and know how to cope with those feelings.</p>
3	Piece 4 Inside body changes	<p>Identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up. Recognise how I feel about these</p>

		changes happening to me and how to cope with these changes.
4	Piece 2 Having a baby	Correctly label the internal and external parts of male and female bodies that are necessary for making a baby. Understand that having a baby is a personal choice and express how I feel about having children when I am an adult.
4	Piece 3 Girls and Puberty	Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. Know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty.
5	Piece 2 Puberty for girls	Explain how a girl's body changes during puberty and

		<p>understand the importance of looking after myself physically and emotionally.</p>
5	Piece 3 Puberty for boys and girls	<p>Describe how boys' and girls' bodies change during puberty. Express how I feel about the changes that will happen to me during puberty.</p>
5	Piece 4 Conception	<p>Understand that sexual intercourse can lead to conception and that is how babies are usually made. Understand that sometimes people need IVF to help them have a baby. Appreciate how amazing it is that human bodies can reproduce in these ways.</p>
6	Piece 2 Puberty	<p>Explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally. Express how I feel about the changes</p>

6	<i>Piece 4 Babies conception to birth.</i>	<i>Describe how a baby develops from conception through the nine months of pregnancy, and how it is born. Recognise how I feel when I reflect on the development and birth of a baby.</i>
6	<i>Piece 5 Attraction</i>	<i>Understand how being physically attracted to someone changes the nature of the relationship. Express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this.</i>

Delivery of SRE

In this section you should set out your school's individual approach to delivering SRE.

The following text is a suggested starting point only, and should be added to and/or adapted according to your school's approach, for example to include how you'll teach RSE-related topics within your curriculum and how you'll consider the needs of all pupils.

SRE is taught within the personal, social, health and economic (PSHE) education curriculum.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional (Safe Touch, BigTalk).

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle

- Managing conflict
- Discussion and group work
- These skills are taught within the context of family life.

All class teachers have the responsibility for teaching Sex and Relationship Education, mostly through Jigsaw lessons and also through science and other subjects.

In addition we will ask other professional bodies to come in and help deliver lessons on menstruation to Year 5 children and Sex Education to Year 6 children. Questions will be dealt with in a sensitive and appropriate way. Teachers and visitors will only answer questions they feel comfortable with and which are appropriate to the child's learning.

We consult with secondary schools about vulnerable pupils and pupils who have found the Sex and Relationship Education programme difficult to access due to their stage of development.

Responsibility for the delivery of the Sex and Relationship Programme

All class teachers have the responsibility for teaching Sex and Relationship Education, mostly through Jigsaw lessons and also through science and other subjects.

In addition we will ask other professional bodies to come in and help deliver lessons on menstruation to Year 5 children and Sex Education to Year 6 children. Questions will be dealt with in a sensitive and appropriate way. Teachers and visitors will only answer questions they feel comfortable with and which are appropriate to the child's learning. We consult with secondary schools about vulnerable pupils and pupils who have found the Sex and Relationship Education programme difficult to access due to their stage of development.

Child Protection

- At Brooke Primary Academy, we are very aware that children cannot learn effectively if they are concerned or frightened about being abused or being victims of violence in the home. Children have a right to expect that our school will be a safe and secure environment. Throughout Sex and Relationship Education work teachers must carefully watch out for fears or worries presented by children and this should not go*

unnoticed. It needs to be recognised that effective Sex and Relationship Education, which brings an understanding of what is and is not acceptable in a relationship, can lead to a disclosure of a child protection issue.

- If it is suspected that a child is a victim of abuse or they have reason to believe that he/she is at risk of abuse, this should be dealt with in accordance with the schools Child Protection Policy.
- If a member of staff is approached by a child who is sexually active or is contemplating sexual activity, this should be viewed as a child protection issue and dealt with accordingly.

Roles and responsibilities

7.1 The governing board

The governing board will approve the SRE policy, and hold the headteacher to account for its implementation.

Alternatively, insert the following text if applicable:

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to [committee name/governor name/the headteacher].

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of SRE..

7.3 Staff

Staff are responsible for:

- Delivering SRE in a sensitive way
- Modelling positive attitudes to SRE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of SRE

Staff do not have the right to opt out of teaching SRE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher and those members of staff responsible for teaching RSE in your school.

7.4 Pupils

Pupils are expected to engage fully in SRE and, when discussing issues related to SRE, treat others with respect and sensitivity.

Parents' right to withdraw

Parents have the right to withdraw their children from the [non-statutory/non-science] components of SRE.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Insert additional information about the actions the headteacher will take.

Alternative work will be given to pupils who are withdrawn from SRE.

As school is legally obligated to provide pupils with Relationship Education (RE), parents do not have a right to withdraw their children from RE lessons.

In school years 4, 5 and 6 our school chooses to teach SRE, this subject (in conjunction with the national curriculum for Science), provides pupils with factual age appropriate information on reproduction. Parents have the right to withdraw their child from the SE element of SRE only, but not the reproduction elements of the national curriculum for science. To do this, parents should attend the annual SRE Parents Session jointly hosted by school and our SRE specialist providers BigTalk Education. Once parents have reviewed the resources

used to teach children about reproduction at the parents' session, if they still wish to withdraw their child they must notify a member of staff at Brooke Primary Academy writing prior to the day of delivery.

Parental Rights

Parents will be informed when the Year 5 children will be given a talk about menstruation. Parents will be informed when Year 6 children will begin their Sex Education. Parents will be invited to preview the material and will have the right to withdraw their child if they wish.

Role of the Co-ordinator

The Co-ordinator will:

- Write the policy*
- Monitor the policy*
- Ensure its implementation*
- Offer support and advise to staff, pupils and parents*
- Maintain the resources to ensure implementation of the policy*

Monitoring arrangements

The delivery of SRE is monitored by [name and role] through:

Planning scrutinies

Learning walks

Lesson observations

Pupils' development in SRE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by [name and role] [frequency e.g. annually].

At every review, the policy will be approved by [the governing board/committee name/governor name/the headteacher]

