



Brompton-on-Swale C.E. Primary School
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Brompton on Swale Primary School Policy for Sex and Relationships Education (SRE)

Policy review dates

Review Date	Changes made	By whom	Date shared with staff
July 2016	General Review	Mike White	July 2016
May 2019	General Review	Rebecca Simpson	May 2019

Sex and Relationship Education Policy Statement

Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, sexuality and sexual health. It should support pupils gain accurate information, develop skills and form positive beliefs, values and attitudes. It also gives pupils essential skills for building positive, enjoyable, respectful, loving and non-exploitative relationships and staying safe both on and offline and enabling them to take responsibility for their body, relationships, reproduction, sexual health and wellbeing.

The sex education programme is to be taught as part of the school's Personal Social and Health Education programme. The sex education programme includes parts of the Statutory National Curriculum 2014 Science syllabus. The scheme of work is progressive from Reception Class through to Year 6.

The support materials to be used include CDs, books, pamphlets, and schemes that are agreed and shared with parents, teachers and Governors. The teachers will then decide which items, from this material to use with a particular group of children. Parents of Y5/Y6 children will be notified in advance of their sex education lessons. Each year parents of children in these classes are able to view the materials before the lessons take place. The teaching is done by the class teachers sometimes with the support of teaching assistants.

Sex & Relationship Education Scheme of Work

Throughout this scheme of work, these attitudes will run:

- Value oneself as an individual.
- Develop and show respect for self and others.
- Develop and use rules for co-operative working and living.
- Appreciate ways in which people learn to live and work together.
- Learn about making and sustaining friendships.
- Learn to appreciate the right of others to hold and express different views.
- Feel confident about talking about human feelings and emotions.
- Develop an understanding that different people have different lifestyles.
- Develop, describe and apply simple practices to help keep themselves safe.
- Throughout the teaching of Health Education runs the understanding of a progressive planned curriculum. The Sex & Relationship learning opportunities are approached in a whole school way. Prior knowledge is built upon year on year from Reception to Year 6.





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Reference to legislation and school's responsibilities

The policy is informed by Sex and Relationship Education Guidance DfEE 0116/2000
<https://www.gov.uk/government/publications/sex-and-relationship-education>

Section 1 of the Education Reform Act 1988 places a statutory responsibility upon schools to provide a broad and balanced curriculum which, promotes the spiritual, moral, cultural, mental and physical development of pupils at the school.

Aims

The aim of this policy is to clarify the content and the manner in which Sex and Relationship Education is delivered in this school. The aim is to prepare pupils to cope with the physical and emotional challenges of growing up, and to give them an elementary understanding of human reproduction. We aim to provide a framework for effective Sex and Relationship Education within the school environment. Our Sex and Relationship programme reflects the aims and values of our school.

Values

- An awareness, understanding and respect for self, including self-confidence and self esteem
- An awareness and respect for others and their view
- Taking responsibility for choices and actions
- The promotion of understanding and empathy to enable all pupils to treat others with fairness and respect
- An awareness of discrimination, teasing, bullying, the use of prejudiced-based language and how to respond and ask for help
- The development of relationships based on mutual understanding and trust Learning the value of respect, love, care and relationships that are healthy, equal and safe

Objectives

Through:

- a) providing good role-models between all stakeholders in the school
- b) exploring the relevant issues involved in Relationship and Sex Education
- c) encouraging pupils to discuss in an open, caring environment

We aim to develop in all our children:

- a sensitive, responsible attitude to themselves and their relationships with others
- knowledge about loving relationships, life cycles and the process of human reproduction
- understanding of personal safety and how to keep safe





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- the ability to recognise the physical and moral implications and risks of certain types of behaviour
- an understanding of gender difference and the specific personal and social issues which may arise pertinent to each gender
- a foundation of understanding of Relationship and Sex Education for further work in the secondary school
- an encouragement for discussion between pupils and their parents/carers after the initial discussion at school
- an understanding of on and offline safety, consent, violation and exploitation.

Roles and Responsibilities

The Governing Body

The governing body has the responsibility to ensure a school has an up-to-date SRE policy that describes the content and organisation of SRE through the National Curriculum Science and other curriculum areas like PSHE. The governing body, in co-operation with the Head of School, is expected to involve families, pupils, and the wider school community to ensure that SRE addresses the needs of pupils, local issues and trends. The governing body needs to ensure pupils are protected from teaching and materials which are inappropriate, having regard to the age, religious and cultural background of the pupils. They will ensure that the policy is available to parents on the website and that parents know of their right to withdraw their children. Governors will ensure that the programme and the resources are monitored and evaluated. The policy is reviewed on a three-year cycle.

The Head of School

The Head of School has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning. The Head of School's responsibilities in respect of SRE are to:

- Work with governors to ensure compliance with the statutory guidance
- Liaise with the PSHE co-ordinator to ensure the effective delivery of the SRE within the curriculum is being monitored
- Keep the governing body fully informed of provision, issues and progress around SRE issues
- Act upon any concerns which may arise from pupil's disclosure during SRE sessions
- Monitor staff training requirements in relation to effective teaching and learning of SRE
- Ensure parents/ carers are informed when their children will be taught SRE to support a partnership approach but also that they do have the right to withdraw their child from any SRE that is not part of the National Curriculum Science programme





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- Liaise with the named governor for SRE
- Co-ordinate with external providers to ensure their provision meets the outcomes of the planned provision using age appropriate materials
- Liaise with parents/carers are informed when their children will be taught SRE to support a partnership approach but also that they do have the right to withdraw their child from any SRE that is not part of the National Curriculum Science programme
- Ensure that all staff are confident in the skills to teach and discuss SRE issues as trained, confident and competent staff are essential to raise standards in SRE

The PSHE Co-ordinator

The school has a co-ordinator for PSHE who is responsible for all aspects of the subject including SRE.

In respect of SRE, responsibilities are to:

- Ensure the implementation and quality of long term and medium term SRE schemes of work
- Consider the needs of all pupils, and to achieve this recognise that the school might need to address some specific issue.
- Consult with pupils to inform provision around SRE and use the schools' Growing up in North Yorkshire bi-annual survey results to inform planning
- Access appropriate training
- Monitor and advise on SRE organisation, planning and resource issues across the school
- Ensure procedures for assessment, monitoring and evaluation are included

Parents / Carers

School aims to work in active partnership with families, to value their views and keep them informed of the SRE provision. If a parent/carer has any concerns about the SRE provision, then the Head of School can be contacted with any queries or concerns. Parents have the right to withdraw their children from all, or part, of Sex and Relationship Education, which is not part of the National Curriculum. Parents wanting to exercise this right are invited to contact the Head of School. If a child is withdrawn they will be provided with alternative work for the duration of the lessons.

Consultation

Teachers, governors, parents, and the Local Authority Health and Well-being Advisor and children were consulted through an open meeting, briefing sessions, and pupil evaluations of lessons when this policy was being written.





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About SRE

SRE is learning about the emotional, social and physical aspects of growing up, relationships, sex, sexuality and sexual health. It should support pupils gain accurate information, develop skills and form positive beliefs, values and attitudes. It also gives pupils essential skills for building positive, enjoyable, respectful, loving and non-exploitative relationships and staying safe both on and offline. Sex and relationships education helps children to take responsibility for their body, relationships, reproduction, sexual health and wellbeing.

Effective sex and relationship education enables young people to make responsible and well informed decisions about their lives. It should be firmly rooted within the framework for PSHE and Curriculum 2014. The content of sex and relationship education should place the needs of children and young people firmly at its centre. The Children's Act of 1989 required children's views to be taken into account in the light of their age and understanding. School based Sex and Relationship Education should meet the needs of boys as well as girls, young people from minority ethnic groups and young people with physical disabilities or special educational needs. As part of the Equalities Act 2010 school is to teach about 'different families-same love.' Sex and Relationship education begins well before the onset of puberty and the changes it brings.

The National Healthy Schools Standard will provide a useful and supportive framework for delivering sex and relationship education. Effective delivery of sex and relationship education is embedded in the success criteria of the standard. Effective Sex and Relationship Education is best achieved through a whole-school approach, which ensures that the school's policy is appropriately set for the age and maturity of the pupils. This includes involving parents and carers, giving staff appropriate training and support and ensuring that pupils' views are listened to.

Ask- It- Basket

In the classroom we will use the 'Ask-It-Basket' to clarify any questions the children may have and do not feel comfortable asking in front of their peers or a teacher directly. The children will be able to place questions in the Ask-It-Basket anonymously. The class teacher will answer any questions during the SRE session. We will continue to also use the 'Worry Box' the children are all familiar with this resource.





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Delivery of SRE and the curriculum

Programme of Study for Sex and Relationship Education

We want pupils to develop awareness and understanding of:

- Foundation Stage - Early Learning Goals
- Self-confidence and self esteem
- Making relationships
- Behaviour and self-control
- Self-care sense of community.

Key Stage 1

- External parts of the body, and the concept of male and female
- Families, and how people share responsibilities and live and work together
- Life cycles, babies, and how we grow older and death
- The importance of valuing oneself and others, and beginning to recognise the range of human emotions and feelings
- Simple rules for co-operating and living together
- Personal safety and how to keep safe
- Treating animals with care and sensitivity
- Recognising similarities between themselves and others and treating others with sensitivity
- Notice that humans and other animals can produce offspring and that these offspring grow into adults (Statutory)
- The main external parts of the body (Statutory)
- The children should be introduced to the process of reproduction and growth in animals. The focus is on growth e.g. egg, chick, chicken; egg, caterpillar, pupa, butterfly; baby, toddler, child, teenager, adult.

Key Stage 2

The above concepts in greater depth

- Relationships, families, how individuals belong to many groups, and have different roles
- Challenging gender stereotypes
- The rights of others to hold and express different views
- Different patterns of friendship, loyalty, and the skills needed to form good relationships





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A greater range of human emotions and feelings, including those of loss, and begin to learn how to deal with these

- How actions have consequences for themselves and others
- Other people's feeling and emotions, and to have respect for these
- Good and bad touching, both inside and outside the family home, and to develop responses to these.
- A positive attitude to relationships, helping children to develop a sensitive, responsible attitude to themselves and their relationships with others, particularly with regard to sexual reproduction. A development of relationships based on mutual understanding and trust
- The physical, emotional and social changes which take place at puberty, ensuring that pupils understand the correct terminology and the processes of change which are or are about to happen to them, and allowing them to ask questions avoid being exploited or exploiting others. Avoid being pressured.
- The basic biology of human reproduction conception, birth and growth, and some of the skills and responsibilities involved in parenting
- The life processes common to humans and other animals including growth and reproduction (Statutory)
- The main stages of the human life-cycle including the basic facts about the process of conception, pregnancy and birth (Statutory)

Confidentiality and Safeguarding issues

SRE can be a sensitive issue. To protect privacy and respect for all, teachers will be expected to develop ground rules with pupils at the onset of work. It is important that ground rules are agreed to allow sensitive issues to be discussed whilst protecting the right of pupils and staff. All staff have up to date child protection training.

Some young people may have concerns which they wish to share with a teacher, and whilst teachers wish to be supportive it is important that they realise that absolute confidentiality cannot be given. Staff need to use the support referral systems available in our school and also be aware of our child protection procedures. Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the Executive Head Teacher and/or Head of School who has designated responsibility for Child Protection. The Designated person will then take action as appropriate.

Parents have a right to be informed of any issue which is causing their child concern. We will always handle this kind of situation with care and consideration. The Head of School would consider if there are any special circumstances which may temper this right.





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Resources

- https://www.healthpromotion.ie/health/inner/busy_bodies

The Head of School has overall responsibility for the policy, its implementation and evaluation.

The Governing body accepted this policy: 7th May 2019

Next Review Date: May 2022

