

Brighter Futures Academy Trust
Luddendenfoot Academy
Sex and Relationship Education (SRE) Policy



Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date
L. Johnson	July 2013	July 2014
L. Johnson	May 2014	July 2015
SLT	January 2017	January 2019
C. Webb	April 2018	April 2020

Introduction

Sex and relationship education (SRE) 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.

It has 4 main elements: -

Attitudes and values

Personal and social skills and emotional literacy

Knowledge and understanding

Monitoring and Evaluation

The SLT member for this is Mrs C Webb.

The governor responsible for this is Mrs Jane George.

Aims of Sex and Relationship Education

Aims and Objectives

SRE contributes to the foundation of PSHE and Citizenship by ensuring all children:

- Develop confidence in talking, listening and thinking about feelings and relationships.
- Are able to name parts of the body and describe how their bodies work
- Can protect themselves and ask for help and support; and
- Are prepared for puberty

The combined PSHE and Citizenship framework is developed in conjunction with the National Curriculum for Science and within the context of the National Healthy Schools Standard to ensure effective provision. We aim to teach the children about:

- The physical development of their bodies as they grow into adults;
- The way humans reproduce;
- Respect for their own bodies and the importance of sexual activity as part of a committed, long-term, loving relationship;
- The importance of family life;
- Moral questions;
- Relationship issues including friendships, bullying and self-esteem;
- Respect for the views of other people;
- What they should do if they are worried about any sexual matters;
- To feel comfortable when talking about more sensitive issues.

This is to help and support young people through their physical, emotional and moral development. This policy, embedded within PSHEE will help young people learn to respect themselves and others, and move with confidence from childhood through adolescence into adulthood.

Sex and relationship education is enhanced by our supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment, which is conducive to learning.

School Curriculum

We teach sex and relationship education through different aspects of the curriculum. While we carry out the main sex and relationship education teaching in our personal, social and health education (PSHE) curriculum, we also teach some sex and relationship education through other subject areas (for example, science), where we feel that they contribute significantly to a s

child's knowledge and understanding of his or her own body, and how it is changing and developing.

In PSHE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. We encourage children to ask for help if they need it.

Our curriculum ensures that both boys and girls know about puberty and how a baby is born. All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes.

In years 5 and 6 we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Authority about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.

We arrange a meeting for all parents and carers of children in years 5 and 6 to discuss this particular programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching.

The content of the sex and relationship education programme is as follows:

Foundation Stage

Throughout the foundation stage children are helped to:

- Develop emotional well being
- Know who they are and how they fit into a group
- Feel good about themselves
- Develop respect for others
- Find out about and identify some features of living things including their own bodies
- Recognise the importance of keeping healthy and those things which contribute to this

KS1

- Growing up
- Parts of the body – external
- Differences
- Stranger Danger
- Good and bad touches

KS2

- Relationships – marriage, family and friends
- Life Cycles – growth and development
- Mammals – birth and development of young
- Birth of a baby
- Taking responsibility and keeping safe
- Self-esteem

UKS2

- Puberty – body changes, hygiene
- menstruation (boys and girls separately)
- Conception and fertilisation
-

Approaches to Teaching and Learning

Our school can help young people to develop confidence in talking, listening and thinking about sex and relationships. A number of teaching strategies help this, including: -

- Establishing ground rules with pupil;
- Using 'distancing' techniques;
- Knowing how to deal with unexpected questions or comments from pupils;
- Using discussion and project learning methods and appropriate materials;
- Encouraging reflection;
- To facilitate pupils learning in S.R.E;
- The purpose of each lesson is made clear;
- Appropriate learning experiences are planned and meet the needs of all pupils in the class
- Learning experiences draw on pupils' own experiences or existing knowledge and provide a range of opportunities for pupils to learn, practise and demonstrate skills, attitudes and knowledge;
- Time is given for pupils to reflect and consolidate their learning;
- Pupils are encouraged to take responsibility for their own learning and to reflect on their own progress.

Attention is given to developing a safe and secure classroom climate

Teaching and Learning Strategies and Resources

These obviously vary according to year groups. Sex and relationship education is generally of an informal nature with relevant questions being answered in an honest way. Opportunities will be taken on such occasions as the birth of a new baby to discuss issues relating to family etc. Formal teaching of sex and relationship education is undertaken in Year 6 by the external professional (if available) when mixed sex groups are shown videos dealing with sexual matters as stated in N.C. Science orders. This is followed up by a discussion and other work. Year 5 girls also have the opportunity to attend 'growing up and puberty' sessions.

Equal Opportunities

We believe that all children have the right to have sensible questions answered honestly. We also believe that all children should have received factual, basic sex education as outlined in this policy, before they leave school. This is regardless of gender, sexuality, religion or culture. We also realise that any inappropriate sexual behaviour must be dealt with swiftly, with referral to the Head of School if necessary and that the boys and girls may need to speak to a teacher in confidence regarding for example – a girl beginning her periods.

Working with Parents

Our academy trust seeks to work in partnership with parents to provide effective Sex and relationship education. Parents need to know that the schools' sex and relationship education programme will complement and support their role as parents and that they can be actively involved in the determination of the school's policy. Parents will be consulted annually with a meeting for year 6 and 5 parents to view and discuss the subject matter delivered by the school nurse. We are always willing to discuss any issues worrying individual parents and appointments can be arranged. Parents are welcome to view any teaching materials

Dissemination and Review

This policy will be reviewed bi-annually.

This policy should be read in conjunction with the PSHEE, Science and Safeguarding policies.