



Barton Church of England (Voluntary Aided) Primary School

Sex and Relationships Education (SRE) Policy

This policy was developed by the school through a working party from a variety of people involved in the school community: Headteacher, teachers, parents and governors. All views were taken into account when developing this policy and the SRE programme.

SRE in a Church of England School is set in a context which is consistent with the school's Christian ethos and values:

- SRE should be based on inclusive Christian principles and values, emphasising respect, compassion, care, honesty, forgiveness and trust.
- SRE should be sensitive to the circumstances of all children and be mindful of the variety of expressions of family life in our culture, yet it should also uphold the Christian values regarding relationships and marriage.
- Issues regarding human sexuality should be addressed sensitively.
- The exploration of reproduction and sexual behaviour within the Science curriculum should stand alongside the exploration of relationships, values and morals and Christian belief.

The content and delivery of SRE should give priority to ensuring that no child's family circumstances or personal values are criticised or devalued.

- God has made each of us as a unique human being and we are all equally valued. At Barton Church of England (VA) Primary School, we recognise and celebrate this.
- SRE should always recognise and respect cultural differences within our school and the wider community.
- Abusive, disrespectful and judgemental comments or attitudes should never be tolerated.
- Regards should always be given to the age and maturity of the class or group taught.

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Organisation of SRE

SRE should not be delivered in isolation but firmly embedded in all curriculum areas, including Science, PSHE (Personal, Social Health Education) and citizenship.

Children will be taught in their own classes in the main, except where there is a year group in 2 different classes. These age groups will be combined:

Years 1 and 2; Years 3 and 4; Years 5 and 6. Reception children will be taught separately. Although there are 2 year groups in one lesson, the material will be covered twice in 2 years, both in the summer term, and changed appropriately to meet the needs of the cohort. This will be at the teacher's discretion and careful records will be kept of what has been covered each year with an assessment of what the children have learned.

Below is a summary of what is taught in each of the age-groups:

Year Group	Unit Description
Reception	<p><u>MY BODY and MY FAMILY</u></p> <p>Opportunities to develop skills, knowledge, understanding and attitudes within the following areas of learning and development and related ELGs:</p> <p>Physical Development: <i>Health and Self Care:</i> Communication and Language: <i>Listening and Attention</i> <i>Understanding</i> <i>Speaking</i></p> <p>Understanding the World: <i>People and Communities</i></p> <ul style="list-style-type: none">• What can my body do?• Has my body changed and grown?• Who are the members of my family and trusted people who look after me?• How do I know if something is safe or unsafe?• Can I say "No" if I feel unsure about something and it does not feel safe or good? E.g. getting lost,

Years 1 / 2	<p><u>MY BODY and HOW TO LOOK AFTER MYSELF and KEEP SAFE</u></p> <ul style="list-style-type: none"> • Be able to recognise names for the main external parts of the body and which parts are “private” . • Be able to describe what their bodies can do and understand how amazing their body is. • Show some understanding that their body belongs to them. • Be able to describe some basic personal hygiene routines and understand how these can prevent the spread of disease. • What are the risky situations and how can I keep myself safer? • Who looks after me and what are their responsibilities? • Do I understand what good and bad secrets might be? • Can I recognise and describe “yes” and “no” and “I’m not sure” feelings? • Do I know what a “safe” touch is and what an “unsafe” touch is? <p><u>BABIES and HOW THEY GROW UP</u></p> <ul style="list-style-type: none"> • To be able to recognise babies, children and adults of different ages and put them into age order. • Understand that human babies grow inside their mothers. • Be able to describe the main physical developments which take place in early childhood • To be able to describe some of the changes in responsibilities and expectations during early childhood. • To understand the basic needs of babies. • Understand how dependent a baby is on parents to provide its basic needs.
Years 3 / 4	<p><u>DIFFERENCE BETWEEN GIRLS AND BOYS</u></p> <ul style="list-style-type: none"> • To be able to give a list of the main external parts of male and female bodies and use some scientific names for these. • Be able to use the scientific terms <i>penis</i>, <i>testicles</i>, <i>breast</i> and <i>vagina</i> and explain which parts are male and which are female. <p><u>MY BODY and HYGIENE and COMMON ILLNESSES</u></p> <ul style="list-style-type: none"> • Be able to give several examples of the capabilities of their own bodies. • Be able to describe familiar hygiene routines such as brushing teeth and washing hair, and understand the reasons for doing these things. • Be able to look forward to new areas of responsibility for their personal hygiene. • Be able to explain how common illnesses such as colds or tummy bugs are spread and be able to describe how they can prevent the spread of one such illness. <p><u>COPING WITH CHANGES and FRIENDSHIPS</u></p> <ul style="list-style-type: none"> • What risks are there to my safety, my friendships and me feelings? • When might I need to break a promise or tell a secret? • What changes have I already experienced and might I experience in the future? • How can I communicate and cope with my different emotions and relationships? <p><u>THE HUMAN LIFE CYCLE and GROWING UP</u></p> <ul style="list-style-type: none"> • Be able to identify the main stages of the human lifecycle and identify the stage of an individual with reasonable accuracy. • Be able to explain ideas about being grown up and show they have a relatively realistic view of adulthood. • Be able to identify an area for which they can take more responsibility. • Be able to explain some ways that parents / carers are responsible for babies and understand that these responsibilities are based on the fact that a baby cannot look after itself.

Year 5/6	<p><u>SEX, PUBERTY , BODY IMAGE and HYGIENE and COMMON ILLNESSES</u></p> <ul style="list-style-type: none"> • Know and understand the appropriate use of the scientific names for the external and internal sexual parts of the body, and be able to explain basic functions. • Understand the main changes that will happen at puberty, know some ways to manage them, including emotions and how it affects people differently. • Recognising the different risks in different situations and being able to decide how to behave responsibly, including judging what kind of physical contact is acceptable and unacceptable • Have a basic understanding about body image, and have learnt some ways to support a positive body image for themselves and others. • Understand the importance of washing regularly and of maintaining other hygiene routines during puberty. • Understand ways they can prevent the spread of common illnesses <p><u>PERSONAL SAFETY and RELATIONSHIPS</u></p> <ul style="list-style-type: none"> • What are the different consequences for taking physical, social and emotional risks? • When am I responsible for my personal safety? • What different kinds of families are there? • How are my friendships and relationships changing? • How can I manage my strong emotions? • How can I show respect for different views, lifestyles and beliefs? • How can I share my views effectively and negotiate with others to reach agreement? <p><u>HOW A BABY IS FORMED and LOVING RELATIONSHIPS</u></p> <ul style="list-style-type: none"> • Be able to describe the main stages of how a baby is made, using some scientific vocabulary. • Be able to describe some emotions associated with the onset of puberty and have strategies to deal with these positively. • Understand that puberty affects people in different ways both physically and emotionally. • Understand that the way they behave affects others and that they have some responsibility to others to make sure they are not hurt needlessly. • Describe some characteristics of a loving trusting relationship. • Understand some basic reasons why a couple might choose to have children. • Show awareness of some family arrangements which are different to theirs. • Understand the importance of commitment in relationships, shown by Christians in marriage, and how sexual intercourse relates to this commitment; • Knowing the age of consent for sex is age 16.
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Parents are sent reminder letters prior to each class beginning the SRE programme for the term, outlining what will be covered and what has been covered that week. Parents are invited to preview the materials used if they wish.

SRE is normally delivered by class teachers in mixed gender groups. The Headteacher will be available to deliver the content of the SRE lessons alongside the class teacher in KS2.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of SRE in school. Barton Church of England (VA) Primary School has a code of practice for using visitors to support the delivery of PSHE:

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- Visitors are invited in to school because of the particular expertise or contribution they are able to make;
- All visitors are familiar with and understand the school's SRE policy and work within it;
- All input to PSHE lessons are part of a planned programme and negotiated and agreed with staff in advance;
- All visitors are supervised/supported by a member of staff at all times;
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

Elements of the sex education in the science curriculum are assessed formally. Evaluation of the SRE programme outside the science order is conducted using a variety of informal activities which have been built into the programme. Teachers are required to keep their own personal evaluations of each lesson which are used by the coordinator to inform future planning.

Barton Church of England (VA) Primary School believes in the importance of training for staff delivering SRE. Staff are encouraged to access appropriate training and support to help them deliver effective SRE.

Specific Issues within SRE

Ground Rules for each class

Ground rules will be set at the beginning of a block of SRE, so that children understand that it is important for information in lessons to be kept in the classroom context with their peers, as the lessons are age appropriate.

Withdrawal

Parents/Carers have the right to withdraw their children from all or part of the sex and relationships education provided at school except for those parts included in statutory National Curriculum. Those parents/carers wishing to exercise this right are invited in to see the Headteacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school SRE programme or who wish to deliver SRE to their children at home.

Confidentiality

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. However staff must not promise absolute confidentiality as work relating to SRE may give rise to disclosures about possible sexual abuse. In these cases staff follow the Child Protection policy.

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Child Protection

The school has a separate Child Protection Policy. Effective SRE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

Controversial and Sensitive Issues

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught within the framework of Christian values. Pupils are made aware of a variety of views and beliefs so that they are able to form their own, informed opinions but also understand that others may have different opinions, showing respect at all times.

Dealing with Questions

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Designated Person if they are concerned. A questions box is made available for pupils to access during these sessions, particularly for Key Stage 2 pupils. If there are any questions that school staff feel are inappropriate, then they will invite parents to discuss the matter further.

Sexual Identity and Sexual Orientation

Barton Church of England (VA) Primary School believes that SRE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively.

Dissemination

The policy is published on the school website and copies are available from the school office. Training is regularly delivered to staff on the policy content.

Parent information meetings are held at the start of each Summer term to inform parents about the school's Sex and Relationships Education programme.

The Headteacher facilitates the gathering of policy feedback from parents, staff and pupils every year.

Reviewed by FGB on 28th March 2019

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