



Sex & Relationship Education Policy

Adopted by Governors : 24th June 2008
To be reviewed : June 2010

SEX AND RELATIONSHIP EDUCATION

Introduction

The Government has given primary school governing bodies the responsibility of considering whether or at what stage to offer sex education in primary schools. At Bushfield our governors have decided that sex education should form part of the curriculum in addition to National Curriculum Science from years 3 - 6 in line with the age of the pupils.

In formulating this policy regard has been taken of the guidance issued by the Secretary of State in the document Sex and Relationship Education Guidance, DfEE 0116/2000, July 2000.

At Bushfield we believe that sex education should be incorporated into both the wider Personal Health and Social curriculum and the Science curriculum.

Definition

At Bushfield, sex and relationship education refers to laying the foundations for lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of commitment, stable relationships, responsibility respect, love and care. It is also about the teaching of sex, sexuality and sexual health (as detailed in our curriculum). It is not about the promotion of sexual activity or sexual orientation.

It has three main elements:

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

(SRE Guidance July 2000 p.5)

Aims

- To provide a supportive learning environment in which pupils can develop their feelings of self-worth and confidence
- To promote respect and responsibility for self and in relationship with others.
- To provide information which will enable pupils to gain an understanding about the development of their own and other people's bodies.
- To develop pupils' knowledge and understanding in order that they stay safe and healthy
- Promote an environment of care and trust which enables pupils to develop their own opinions and values.

Curriculum

Sex and Relationship Education is taught as a part of the PSHE curriculum and through our pastoral care. We identify the following strands:

Knowledge

- biological knowledge: parts of the body, growth, bodily changes in puberty and reproduction (this links directly to the KS2 science curriculum: Life Processes; nutrition; the main stages of the human life cycle) and how a baby is conceived and born.
- personal hygiene
- families – different types of relationships and cultures
- friendship
- keeping safe

Please refer to Appendix A for curriculum content for each Year Group.

Skills

- dealing with feelings and emotions
- developing positive relationships
- coping with physical and emotional change
- making decisions and choices
- personal safety
- assertiveness
- feeling good about oneself
- communication
- able to ask for help and support

SRE and PSHE curriculum at Bushfield is underpinned and linked with 'Protective Behaviours' (PBs). 'Protective Behaviours' is a practical and down to earth approach to personal safety which has two themes:

Theme 1. *'We all have the right to feel safe all the time'*

This theme looks at the connection between rights and responsibilities. The difference between having a responsibility for ourselves and to others is examined. We identify for the difference between feeling safe, fun to feel scared (adventurousness), risking on purpose (which may not feel like fun but we still have choice) and feeling unsafe. These differences are manifested by what we call our 'Early Warning Signs' (EWS), specific bodily responses which tell us when we do not feel safe. It is these universal body signs which mean that Protective Behaviours is accessible to all people, irrespective of age, gender, nationality, ability or belief system.

Theme 2. *'There is nothing so awful we can't talk about it with someone'*

This theme is also explored in detail. In particular we focus on the ideas and effects of 'talking', and what might happen if we do not believe in this theme. We encourage everyone to develop their personal networks of support. Those people to whom they could turn if in need. Desired qualities of network people are identified and we examine how we would know if someone has these qualities. Types of networks and ways of letting people know we need to talk with them are also explored.

Resources

Materials used in the school will be appropriate to the age and the religious and cultural background of the pupils concerned.

Outside agencies if used, will be asked to submit lesson plans and material beforehand to enable staff to monitor suitability of material.

Moral Framework for Sex Education

We feel that it is important to try to provide all the pupils with the knowledge and skills they require to make considered, personal choices. Pupils will be taught how to resist being forced into situations by for example, peer pressure. They should be helped to consider the importance of self-restraint, dignity, respect for themselves and others, acceptance of responsibility, sensitivity towards the needs and views of others, loyalty and fidelity. Pupils will be made aware of the reasons for delaying sexual activity for physical health & wellbeing”

Pupils' questions should be answered sensitively: due consideration should be given to any particular religious or cultural factors bearing on the discussion of sexual issues, and to parents' wishes, as to the degree of explanation of the concepts and presentation to be used.

Equal Opportunities

This Policy is in accordance with our Equal Opportunities, Anti-Bullying and Child Protection Policies.

The Family

Our pupils will come from many different home settings and have differing experiences of what it means to be part of a family.

Pupils may live in a traditional family consisting of a mother and father but equally their family may involve step-relationships, same sex relationships, adoption, being in care or living with a wider family. We do make it known to pupils that same-sex relationships exist, and that all the same values apply as to heterosexual relationships (e.g. respect, commitment, fidelity). We believe this is an age-appropriate way to address the topic, without promoting or stigmatising. They may also have experience of the impact of infertility.

We would wish from the outset of any work to talk about "our homes" and "our families" rather than "our mothers and fathers", and to build an understanding that all experiences are accepted and understood.

When discussing the family we should discuss with the pupils the importance of responsibility, love, caring and understanding and how these foundations may exist and be maintained in many situations.

We aim to incorporate work which allows the pupils to learn about family traditions from other cultures.

Questions raised by pupils

We seek to promote enquiring minds at Bushfield, and so should not be surprised that there will be questions in these lessons! We recognise, also, that given the topic, some questions will be of a mischievous nature, while others may come from genuine personal concerns. Staff have been trained to handle questions in an appropriate way for the individual and group and will establish a 'safe environment' for discussion which sets ground rules based upon trust and respect.

In the 'safe environment':

- no personal questions will be asked of pupils or staff
- clear, respectful and accurate language is used in discussions (language which confuses, mystifies or offends is not helpful)
- personal revelations are avoided
- discussion is summarised at regular points to help keep to task
- all discussions will be without judgement or prejudice".

Depending on the maturity of the pupils, it may be appropriate to discuss something further with a small group at a later time. Pupils should be encouraged to explore their feelings and feel that they can discuss them openly in a pastoral setting. Staff will refer pupils to their parents when they judge that genuine curiosity is going beyond the school's curriculum.

Information for Parents

The school's prospectus includes information about the content of the sex education programme. The policy is freely available to parents. Parents are informed in writing before any sex education is given, including an agreement slip. If a child is withdrawn parents would be invited to voluntarily indicate their reasons, so that any misunderstandings about the nature of the sex education provided by the school can be resolved.

Section 241 of the Education Act 1993 gives parents the right to withdraw their pupils from any or all parts of a school's programme of sex education, other than those elements which are required by the National Curriculum Science Order. This parental right of withdrawal extends to all pupils attending maintained schools, including those over compulsory school age.

The parental right of withdrawal may be exercised by either parent or by a person who has responsibility or care of the child. Parents do not have to give reasons for their decision; nor do they have to indicate what other arrangements they intend to make for providing sex education for their pupils. Once a request that a child be excused has been made, that request must be complied with until the parent changes or revokes it.

Monitoring and Evaluation

Our Science and PSHE Co-ordinators will monitor teaching and learning curriculum according to our school's policy. Implementation will be monitored by the Headteacher and Assistant Headteacher for Curriculum. The Governing body will review the policy bi-annually.

SRE within the PSHE CURRICULUM

Year	Units of Work (Autumn)		Units of Work (Spring)		Units of Work (Summer)	
Year 3	Firework Safety (SEAL) new beginnings Self image	Relationships (SEAL) getting on and falling out	Safety Centre (SEAL) going for goals	Relationships PB Keeping safe / early warning signs	Dental Health We are all different, we are all important. PB personal network trust.	(SEAL) good to be me. Dealing with change (transition)
Year 4	Bones (SEAL) new beginnings	(SEAL) getting on and falling out	Peer pressure Say no to bullying	(SEAL) Going for goals Taking Risks	(SEAL) good to be me. Relationships	Relationships
Year 5	PB Secrets told and kept Peer Pressure	D R	R	Families & Relationships (SEAL) Changes	Drugs (Science) Healthy Living	Puberty (SEAL) New beginnings
Year 6	Safety Centre In the media – what's in the news			Peer Pressure Why we should respect shared property. Discrimination	Sustainability	

PB = Protective Behaviours
 SEAL = Social and Emotional Aspects of Learning

