



**Bishops Down Primary School**

[www.bishopsdownprimary.org](http://www.bishopsdownprimary.org)

# **Sex and Relationships Education (SRE) Policy**

Date Agreed:	March 2015
Date for Review:	March 2018
Reviewed and updated by:	Governing Body Standards Committee

## **Bishops Down C.P. School Sex and Relationships Education (SRE) Policy**

### **Rationale**

The Governing Body of Bishops Down School believes that sex and relationships education is an essential and integral part of the broad and balanced curriculum offered at the school. Our provision for SRE contributes towards the schools ethos, supporting children and young people in their development.

Sex and relationship education is more than the biology of reproduction and the issues relating to this. It emphasises the social and moral issues, and how children need to respect and value themselves and others.

Children grow up in a world where they are exposed to an increasing range of influences and pressures, which bombard them with inappropriate images of relationships and sexuality. There is the danger that children's understanding will be imprecise and inaccurate if SRE is "caught" rather than taught.

We aim to build on and complement the learning that has already started in the home, in relation to developing moral values and attitudes, and an awareness of themselves as responsible young people. We believe it is our role to support families by providing age appropriate, straightforward information about sex and relationships to help children in our care develop fully as emotionally mature, happy and safe human beings.

### **Policy formation and consultation process**

Governors, staff, parents and children have been consulted regarding the policy statement and contents of SRE provision within the school.

### **Aims**

We aim to

- Work in partnership with parents.
- Parents to be informed in advance of upcoming SRE lessons, such as content, terminology used to enable them to support children at home.
- Prepare children to cope with the physical and emotional challenges of growing up.
- Give children age appropriate understanding of human reproduction.
- Encourage children to respect themselves and others and to value family life.
- Develop self-esteem and to enable children to make sensible, informed decisions about themselves and their safety.
- Develop positive, social interaction, and the skills to live and work with others.
- Promote healthy minds and bodies through a planned PSHE and Citizenship programme, of which SRE is an integral part.

### **Moral and values framework**

The teaching of Sex and Relationship Education is provided in such a manner as to encourage our children to have regard to moral considerations and the value of family life.

### **Equal opportunities**

All children are equally entitled to receive SRE. Certain details regarding coping with menstruation will be available to girls only in Years 4 & 5 and both girls and boys in Year 6. The school's equal opportunities policy applies to SRE.

### **Differentiation and Special Needs**

Children who are at different levels of maturity, will have different life experiences and very different attitudes and feelings. Lessons are planned to allow different perceptions to be shared, with all contributions being valued and respected.

The needs of children are taken into account by teachers, who may provide different resources, activities or specific support to some children. SRE should help all children understand their physical and emotional development and enable them to make positive decisions in their lives. Where children's individual education plans identify targets relating to their personal development, the teacher ensures that opportunities are planned to support the child in achieving these.

### **Right of withdrawal**

Section 241 of The Education Act 1993 gives parents the right to withdraw their children from any or all of a school's programme for Sex and Relationship Education, other than those which are required by the National Curriculum Science order. Parents wishing to exercise this right should consult the Head teacher.

### **Organisation of SRE**

#### **Method**

We learn more about ourselves and our relationships in a variety of ways:

- By talking with and listening to each other, teachers and special visitors such as the school nurse and mums with babies.
- Through opportunities for drama, discussion and circle time.
- By watching videos.
- By reading books.
- By supervised and guided researching of information on the Internet.
- By communicating with others.

#### **Content**

The framework for SRE at Bishops Down is an intrinsic part of the PSHE and Citizenship. It draws on units of work and selected lessons from the Cambridge Education Healthy Schools Islington, SRE, All about us – Living and Growing resources and "SEAL" (Social and Emotional Aspects of Learning). This is supported by relevant video, book and human resources where appropriate, ensuring that all children by the end of KS2:

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

Our teaching programme follows this sequence:

### **Early Years**

- Keeping safe and taking care of our bodies.
- People who help us, friends and special people.
- Speaking, listening and communicating
- My feelings, being special, difference.

### **Key Stage One**

#### **Year One**

- Feeling special, appreciating differences, friendships.
- Keeping safe, people who keep me safe, dealing with persuasion.
- My body, growth and keeping healthy.
- Listening, communicating, co-operating.

#### **Year Two**

- Special people, friends, feeling special
- Feelings, pretending, co-operating.
- Keeping safe, being responsible.
- Keeping healthy, looking after my body.
- Differences, changes and growing up.

### **Key Stage Two**

#### **Year Three**

- Listening, affirming, supporting.
- Co-operation, friendship, making others happy.
- Making healthy choices and keeping safe.
- Feelings and differences
- Growing up
- How did I get here?

#### **Year Four**

- Decision making, dealing with feelings
- Keeping safe, people I can trust.
- Understanding choices we can make which relate to healthy living and our bodies.
- Co-operating, sorting out problems, friendships, communicating.
- Changes, puberty
- How babies are made.

#### **Year Five**

- Dealing with changing relationships and feelings, improving friendships.
- Keeping myself safe, making healthy choices.
- Coping with pressure and being responsible.
- Risk taking and decision making.
- How babies are born.
- Changes and puberty

## **Year Six**

- Making choices, being responsible
- Responding to the media and advertising, stereotyping
- Keeping myself safe and healthy
- Growing up, understanding and coping with mood changes
- Empathising and coping with strong feelings, considering what love is.
- Changes and puberty
- Sexual relationships
- Contraception and sexually transmitted diseases.

**Aspects of SRE are taught as part of the National Curriculum orders for Science.**

**This teaching includes:**

### **EYFS, UTW**

\*Find out about, and identify, some features of living things, objects and events they observe.

\*Look closely at similarities, differences, patterns and change.

\*Ask questions about why things happen and how things work.

### **Key Stage One**

#### **Animals Including Humans**

Identify name, draw and label the basic parts of the human body and say which parts of the body is associated with each sense.

Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.

Children should be taught to recognise growth for humans and animals.

### **Key Stage Two**

#### **Animals Including Humans**

Describe the changes as humans develop to old age.

They learn about the changes experiences in puberty.

Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

### **SEAL**

SEAL themes are introduced through Key Stage and class assemblies and support the SRE curriculum. Seven themes are taught throughout the year;

Autumn Term 1: New beginnings

Autumn Term 2: Getting on and falling out, Say no to bullying

Spring Term 3: Going for goals

Spring Term 4: Good to be me

Summer Term 5: Relationships

Summer Term 6: Changes

### **Assessment recording and reporting**

Children are given opportunities to assess themselves and to support positive appraisal of their peers.

### **Staffing**

Class teachers are responsible for the delivery of the programme. The school has access to a [school nurse to consult where necessary](#) and support the delivery of the programme where appropriate.

### **Child protection**

All staff are responsible for reporting any concerns regarding Child Protection issues to the Head teacher. It is the responsibility of the Head teacher to alert Education Welfare/Social Services to any concerns regarding child protection. Children must be listened to, but must not be questioned. Children need to be made aware before they disclose information, that adults within the school cannot offer unconditional confidentiality.

### **Resources**

Cambridge Education Healthy Schools Islington Sex and Relationship Education Interactive CD Rom

All about us – Living and Growing resources

“SEAL” (Social and Emotional Aspects of Learning) National Healthy School Standard Sex and Relationship Education DfEE 2001

BBC-KS2, PSHCE and Citizenship, Relationships website (video clips)

BBC Fact Finder books “How our bodies work”

SEAL Assemblies

SEAL themes and support materials

Living and Growing DVDs and teachers booklets

Parentline Plus Growing Up and Keeping Safe for KS2 DVD (Interactive CD Rom)

Let’s Talk About Sex book Robie H Harris

Let’s Talk About

Talking together, about growing up by Family Planning Association

All About Us CD Rom by Family Planning Association

Signed by Headteacher

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Dated

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Signed by Governor

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