



Bolton Brow Primary Academy

Sex and Relationships Education Policy (SRE)

Policy Date: March 2021

Reviewed: November 2023

Next review will be in November 2025

INTENT

At Bolton Brow Primary Academy, we believe children should understand the facts about human reproduction before they leave primary school. We believe that sex and relationships education is an ongoing process, which should start in the home and continue at school. This process should happen in partnership with parents.

We define Sex Education as ‘learning about physical, moral and education development.’ It is about understanding the importance of family life, stable and loving relationships, respect, love and care’.

At our school, Sex and Relationship Education is an integral part of our Personal, Social and Health Education learning (PSHE). It is informed by the Jigsaw Programme, which takes a mindful approach to PSHE. The programme is tailored to the age and physical and emotional maturity of the children and is delivered by the school staff. **This policy should also be read in conjunction with the Bolton Brow PSHE Policy (Updated November 2022).**

Sex education ‘should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born’.

DfE Guidance 2019 (p.23).

IMPLEMENTATION

We will teach Sex Education in the following ways:

- It will develop in response to key questions raised during the ‘Changing Me’ Jigsaw puzzle piece (unit of work).
- By adapting our scheme of learning in accordance with the children in our care
- By ensuring that our scheme of learning is developmental and age appropriate.
- Teachers will work closely with the PSHE subject leader and headteacher in order to ensure the correct delivery and application of the SRE objectives.
- Pupils will be taught about the nature of the human body and how it grows and changes in PSHE and Science.
- Sex education will be taught within the context of relationships and family life. (Relationships Education/PSHE)

AIMS OF SRE

- To provide a secure, sensitive and caring framework where learning and discussion can take place
- To provide information which is easy to understand, relevant and appropriate for the needs, age and maturity of the pupils
- Encourage the use of correct vocabulary
- To foster self worth and awareness, together with a sense of moral responsibility
- To help the children to acquire and practise important life skills such as critical thinking, decision making, communication and assertiveness
- To ensure that sex education is available to all children regardless of gender, ability, cultural or religious background in line with the school’s policy on equal opportunities

DIRECT LINK OF SRE AND THE JIGSAW PSHE PROGRAMME

At Bolton Brow Primary Academy, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that Sex Education refers to human reproduction, and therefore inform parents of their right to request their child be withdrawn from the specific PSHE lessons that explicitly teach this i.e. those within the Jigsaw Changing Me Puzzle (unit) e.g:

Year 5, Lesson 4 (Conception)

Year 6, Lesson 4 (Conception, birth)

If a parent requests that a child be withdrawn from these specific lessons, the child will still be able to take part in the remainder of lessons as they are cover statutory PSHE learning objectives rather than non-statutory SRE objectives.

LINKS TO NATIONAL CURRICULUM (2014) SCIENCE OBJECTIVES:

As well as in PSHE, the teaching of Sex Education will be delivered via statutory Science objectives from the National Curriculum (2014):

Key Stage 1: -

- Children should know that humans develop at different rates.
- That animals including humans, move, feed, grow, use their senses and reproduce
- To recognise and compare the main external parts of bodies of the humans
- That humans and animals can produce offspring and these grow into adults
- To recognise the similarities between themselves and others and treat others with sensitivity.

Key Stage 2:-

- Begin to know about and have some understanding of the physical, emotional and social changes, which take place at puberty. (Year 5)
- Know that there are many different kinds of friendship; be able to talk about friends with important adults.
- That the life processes common to humans and other animals include nutrition, growth and reproduction
- The main stages of the human life cycle

In order to teach human reproduction in a scientific context, and knowing that National Curriculum Science requires children to know how mammals reproduce, we have opted to teach this within our Science curriculum, not within PSHE or Relationships and Sex Education as we believe this is most appropriate for our children.

ORGANISATION

In Years 5 and 6 we place a particular emphasis on health education, as many children experience puberty at this age. In the first instance, our teaching and learning of SRE is informed by the **Jigsaw Programme**. We liaise with the Local Health 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, **(subject to parental permission)**, 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 inform all parents and carers when the children in Years 5 and 6 will be doing SRE education lessons. All parents and carers are also welcome to view the programme of lessons, ask questions about any issues and how they are taught, and to see the materials the school uses in its teaching.

AIDS/HIV

No direct attempt will be made to introduce material on any sexually transmitted disease, although it is recognised that this issue may well be raised by the children. In such cases, children will be encouraged to consider moral and social implications, an awareness of the law regarding sexual behaviour, the importance of self-restraint and the responsibilities that may arise out of certain types of sexual behaviour.

Which pupils will receive sex education?

It is our policy to teach specific Sex Education to year 6 children only. It is felt an appropriate time in their physical and emotional development for the following reasons: -

1. Many year 6 children, having been together as a year group since nursery will have developed a range of friendships and strength of familiarity and will feel less inhibited when discussing sensitive issues,
2. They will not be taught Sex Education for the first time in what will be a less familiar environment at their next school,
3. It is at an age where some children will be starting puberty and the school feels it is an appropriate time to begin to understand sexual development,
4. Their general level of understanding and sense of personal responsibility is beginning to take on young adult characteristics.

The role of parents

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school's sex education policy and practice
- Answer any questions that parents may have about the sex education of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school.

If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their children to participate in. The school always complies with the wishes of parents in this regard, however many aspects of the lesson are part of the Science curriculum which is statutory and PSHE/SRE is soon to become statutory.

Parents cannot, however, withdraw their child from any teaching and learning that is directly linked to the National Curriculum Science objectives for either Key Stage 1 or Key Stage 2. (See above on Page 3 of this policy for further details.)

The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, to give us valuable support with our sex education programme.

Confidentiality and Safeguarding

All staff have an awareness of child protection and safeguarding procedures. (See policy)

Ground rules for discussion excluding personal questioning of staff or pupils will be established.

We shall attempt to deal with questions in a sensitive, open, frank and matter of fact way.

Difficult or explicit questions do not have to be answered directly. Teachers will use their own discretion in these situations.

Most groups will be mixed gender but if felt more appropriate, single sex groups may be formed.

Children will be reminded that Jigsaw lessons are delivered in a safe and nurturing environment where they can speak freely and openly to the teacher and other members of staff if they would like to. Teachers are required to act upon any disclosure made by a child in line with the schools safeguarding policy. Teachers will inform the Safeguarding lead or Deputy Safeguarding lead as soon as possible. They will also log their concern on CPOMS and further action will be taken if necessary whilst providing the child with the appropriate support.

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will deal with it as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Headteacher. The Headteacher will then deal with the matter in consultation with health care professionals. (See also Child Protection and safeguarding Policy)

Ground rules

These will be developed with the class and will be similar to the Jigsaw Charter that the children are familiar with from their weekly PSHE Jigsaw sessions:

- No one (teacher or pupil) will have to answer a personal question;
- No one will be forced to take part in discussion. All pupils have the right to pass.

- Only the correct names for body parts will be used; and meanings of words will be explained in a sensible and factual way. *It is statutory for children to learn the correct names for body parts when in year 6. (As outlined in the Year 6 Science Programme of Study NC 2014.)*

The role of the headteacher

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively. It is also the head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Headteacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The Headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Assessment

Note will be taken of individual responses to SRE units of study and included in assessment of progress in personal and social development. In addition to this teachers make assessments within the Science curriculum.

The school also engages in the local annual electronic health needs assessment (eHNA). This survey involves all Year 5 and 6 pupils completing a confidential online survey which includes some questions which relate to SRE. This anonymous information helps to inform the future work of the school in relation to many areas of pupil well-being and emotional development including SRE.

Equal opportunities

Pupils will have the opportunity to participate in SRE. However, parents have the right to withdraw their children from some of the curriculum after discussion with the headteacher and if the school is notified in writing.

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics."

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

Staff Support and Development

SRE will be delivered by the class teacher in the first instance. It is appreciated that some staff may feel less comfortable with this area of the curriculum. All staff will be supported with appropriate training and support and if preferred, alternative staff or visiting professionals may be asked to deliver the curriculum.

Role of Subject Leader

Monitoring and Review

It is the responsibility of the PSHE & Curriculum leader to monitor the standards of children's work and the quality of teaching in sex education supported by the Headteacher.

The leader will also:

- Attend insets and disseminate to staff
- Consult and advise colleagues
- Monitor sex education throughout the school
- Assist the planning process
- Review annually the resources available and purchase any necessary equipment and books
- Keep up to date with any developments from the Jigsaw Programme.
- Set clear realistic targets for raising standards throughout the school

Governors

The Governors responsible for the curriculum are kept informed of any new developments and progress made pertaining to sex education.

APPROVED BY CHAIR OF GOVERNORS
