



Bedlington Station Primary School **Sex and Relationships Education Policy**

Rationale:

At Bedlington Station we believe Sex and Relationships Education should:

- Provide ongoing, truthful and honest information in a non-judgemental way and in a relaxed and confidential setting.
- Focus on the positive and negative aspects as part of an ongoing programme.
- Give information in a relaxed and confidential setting in a non-judgemental, honest and open manner.

We will achieve this by:

- Allocating discrete time within the curriculum and providing quality standards and good practice.
- Supporting the training needs of all staff who are expected to deliver SRE.
- Quality delivery within the school's curriculum through PE, PSHE, Citizenship and science in an holistic approach by the whole of the school.
- Working in partnership with LA, school nurse, parents, school health, parents, the whole school, voluntary and statutory youth agencies and specialist agencies.

Aims:

- To provide accurate and up to date information.
- To encourage debate and questions.
- To provide the right level of information to different age groups that is clear and understood by them.
- To enable each young person in the school to make informed choices about their sexual health and to build positive relationships, including to be liked and understood and feel a valued member of society.

Moral and Values Framework:

Our Sex and Relationship education programme will encourage, reflect and build upon the values outlined in the National Curriculum and those in the school's mission statement.

The values that we will promote are:

- Everyone has the right to feel safe and secure.
- Everyone has the right to make informed choices.
- Everyone has the right to be different.
- Sexuality is a positive attribute and is an intrinsic part of being human.
- Respect for self and others.

Sex and Relationship Education Programme:

Our working definition of Sex and Relationship Education in Bedlington Station Primary School is:

It 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 – this would be inappropriate teaching. (SRE No 9, Guidance 2000)

The scope of Sex and Relationship Education:

At Primary School level, SRE will contribute to the foundation of PSHE & Citizenship by ensuring that 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.
Children and young people will therefore develop the skills and confidence to enable positive discussion about sexuality, sex and relationships as they get older.

The content of SRE will be delivered through:

- A taught curriculum for all pupils.
- PSHE as this is the most appropriate and frequent timetable location for the delivery of SRE.
- A systematic, developmental programme which will include evaluation and an assessment of the needs of the pupils in our school.
- Strong links with other curriculum areas.
- “Health Days” when they make a positive contribution as part of the planned curriculum and are used to consolidate previous teaching and/or lead to future development of information and skills.

The content has been decided and will be reviewed on the basis of:

- Consultation and needs assessment of young people.
- Consultation with parents.
- Consultation with staff following ongoing evaluation of the programme.
- Local and government information regarding the education and health of young people.
- The National Curriculum.
- Staff training, CPD and school improvement.
- Research or evidenced based best practice.

This content will be taught in sequence in Early Years, KS1 and lower KS2 using Lucinda and Godfrey resources which are loaned from NHS and linked to the PSHE curriculum.

Year 5 and 6 will be taught by school nurses supported by class teacher and Inclusion Mentor.

At this age, children are interested in knowing about love and the different kinds of families and will be more aware of different types of partnerships and relationships. Pupils at this age are curious about puberty and sexual feelings and changing body image. They learn in details about how their bodies change and mature, how babies develop and are born and why families are important for having babies. Pupils will also learn about who they can talk to if they want help or advice and information about growing up and personal safety including online.

As part of the science curriculum Pupils in Year 5 will find out about different types of reproduction, including sexual reproduction in animals including humans.

Class teachers are responsible for the delivery of SRE to their class. SRE will be delivered through the following curriculum contexts using a variety of teaching methods.

- PSHE
- Citizenship
- Science
- RE
- Circle Time
- Philosophy for Children
- Outside visitors

Group arrangements:

- Mixed gender for Early Years up to and including year 4.
- Separate Gender groups for year 5 and 6.

The following resources will be used:

- Lucinda and Godfrey on loan from Northumbria NHS
- For year 5 and 6 DVD and additional resources are provided by the school nurse.

The following people will deliver the sessions:

- Teachers.
- Health workers.

Evaluation of the programme will be through:

- Teaching observations and discussions with teachers delivering SRE
- The views of staff in a pastoral role and working 1-1 with pupils including health professionals such as school nurses.
- Consultation with children through focus groups and surveys.
- Feedback from parents and carers.
- Feedback from the local authority who may be able to provide a 'benchmark' through comparison with provision in other local schools.
- Evaluation will be documented as part of annual curriculum reports, in the School SEF and SIP.

Specific Issues Statements:

Parents & carers

Consultation is an essential part of the programme planning process. Parents/carers can withdraw children from non-statutory parts of the curriculum only. Parents will be consulted and kept informed.

- If a parent/carer wishes to withdraw their child, the school will make the following provision: The child will be given some alternative PSHE curriculum learning and will be supervised within another classroom.
- Parents and carers have a right to see materials and resources. Parents/carers can arrange to see the Head Teacher and discuss an appropriate time to view the resources in school.

Child Protection procedures will be followed when there is significant evidence that a young person is at risk. The school procedures as outlined in the school Child Protection Policy will be followed. It is the responsibility of the school to ensure that all people in the school know what the procedure is.

This policy links with the following school policies:

- PSHE & Citizenship
- Confidentiality
- Child Protection
- Special Education Needs
- Behaviour
- Teaching and Learning (this may address how sensitive issues are tackled)
- Assessment and Monitoring

Confidentiality:

The school has a Child Protection Policy which includes guidelines for confidentiality.

The needs of children with special educational needs will be met by:

- Policy and programme involvement for all teachers in school.
- Consideration of the needs of each young person.
- Consultation with appropriate people including parents.
- Careful selection of appropriate resources to balance learning need and maturity of the young person.
- Staff working with young people with a disability or special educational need will receive appropriate training in SRE.

Visitors may be used:

- To complement (not replace or substitute) the school's planned provision of SRE.
- Be planned into a bespoke programme.

Resources:

Resources have been selected and checked for stereotyping, bias and prejudice by;

- Using resources which have been recommended by Northumberland LA Healthy Schools' Team.

Policy review, monitoring and evaluation:

Procedures for monitoring and evaluation of this policy are:

- PSHE coordinator team to use the policy as a working document as part of their monitoring and evaluation of the subject.

This policy will be reviewed in line with the School Development Plan cycle.

Policy Updated:

March 2016

Ratified by Governing Body:

23rd March 2016

Date for Review:

March 2018