



BURNHAM MARKET PRIMARY SCHOOL

SEX AND RELATIONSHIPS POLICY

Approval

Inspected and approved by Full Governing Body on:

Date:.....11TH MARCH 2019.....

Signed by Chair of Governors: .....

To be reviewed by March 2021

Burnham Market Primary School Sex & Relationships Policy

Name of school: Burnham Market Primary School

Member of staff responsible: Mrs R Stroulger/ Miss J Clarke/ Mr T Fisher/ Mrs a Martin / Mrs R Newport /Mr I Bates

Background Information

Our school is a primary school in rural Norfolk which caters for children aged between 4 and 11. The children are predominantly white and come from both single and dual parent families.

There are specific needs in the local community that the SRE policy seeks to address:

- low aspirations
- lack of diversity (racial, disabilities)
- lack of representation of major faith groups

This policy and the Sex and Relationships Education (SRE) programme was developed in consultation with the Norfolk Sex and Relationships Education Development worker for primary schools, staff and the head teacher.

Policy Statement

SRE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (Sex Education Forum 1999).

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

The 1996 Education Act consolidates all relevant previous legislation and states that all primary schools must provide an up to date policy that describes the content and organisation of SRE provided outside the National Curriculum Science Order. The DfE Sex and Relationship Education Guidance (2000) support this legislation and recommends that all primary schools should have a sex and relationship education programme tailored to the age and physical and emotional maturity of the children.

Other related policies and documents include the Curriculum policy, Anti-Bullying Policy, and the Child Protection/Safeguarding Policy.

Aims and Objectives of SRE programme

- Pupils with better relationship skills
- Pupils prepared for the changes of puberty
- Pupils given opportunities to explore their own and others' opinions and values so that they develop their own moral framework
- Pupils without prejudice
- Pupils that are knowledgeable about their own bodies

- Pupils that are capable of seeking help and advice when they need to
- Pupils able to express how they feel
- Pupils with self-esteem and self-awareness and good emotional health
- Pupils that are aware of and have challenged the messages they receive from the media
- Pupils that are aware of the right they have over their own body
- Pupils that are able to be assertive
- Pupils with good communication skills
- Pupils able to make positive informed choices (that reduce risk)
- Pupils that respect that people have different opinions
- Pupils that take responsibility for their own actions

Moral and Values Framework

- Self respect.
- Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality.
- Taking account of other people's feelings.
- Mutual support and co-operation.
- Honesty and openness
- Accepting the responsibility for the consequences of our own actions.
- the right of people to hold their own views within the boundaries of respect for other people's rights
- Not imposing our views on other people.
- the right not to be abused by other people or taken advantage of
- the right to accurate information about sex and relationship issues

Equal Opportunities Statement

The school is committed to the provision of SRE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support from SEN staff.

Content

In key stage 1 pupils learn to recognise similarities and differences between themselves and others, identify and share their feelings with each other, recognise safe and unsafe situations and identify and be able to talk to someone they trust. An NSPCC assembly will follow using pantasaurus materials.

In key stage 2 pupils learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs. They learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and well-being of others. An NSPCC assembly supported by their materials will follow and workshops will be held for year 5 and 6 pupils.

A spiral programme covering the topics of puberty, sex and reproduction and the right not to be touched will begin in Key Stage 2.

- Summer 2, year 4 - introduction to puberty
- Summer 1, year 5 - Attitudes and Values (sexual stereotyping, prejudice, attitudes towards sex, how each sex perceives each other, personal moral codes)
- Summer 2, year 5 - sex, reproduction, puberty and development
- Summer 1, year 6 - Attitudes and Values (sexual stereotyping, prejudice, attitudes towards sex, how each sex perceives each other, personal moral codes)
- Summer 2, year 6 - sex, reproduction, puberty and development

The content of the SRE programme will be based in KS1 and KS2 on the SEAL resources for PSHE, and the specifically sex-related teaching will be based on the publication "Sex and Relationships Education for Key Stage 2" by Molly Potter. Age and cultural backgrounds of the pupils will be regarded in relation to images used. The range of materials used is available to parents/carers.

Organisation

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

SRE is delivered by class teachers in mixed gender groups/single sex groups, whichever is most appropriate. There will be opportunities for pupils to discuss matters further in single sex groups or individually. Active learning methods which involve children's full participation are used.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of SRE in school. We have a code of practice for using visitors to support the delivery of PSHE:

- Visitors may be invited in to school because of the particular expertise or contribution they are able to make
- All visitors will be familiar with and understand the school's SRE policy and work within it
- The material will be discussed with staff beforehand and clear learning objectives will be adhered to

Elements of the sex education in the science curriculum are assessed formally.

The school will allow a teacher to opt out of teaching SRE if they are extremely uncomfortable with this subject, but they will also be encouraged to attend relevant training. A teacher who is familiar to the children will teach them SRE.

Informing parents and seeking their views.

A letter will be sent to the parents/carers of Year 3, 4, 5 and 6 pupils informing them of the delivery of the sex and relationships programme. Parents/carers will be given the opportunity to speak to staff prior to the delivery of the programme, view resources and discuss any concerns.

A short summary of the policy is included in the school prospectus.

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. Children who are withdrawn from SRE lessons will join another class during those sessions.

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.

Specific Issues within SRE

Confidentiality

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. We will tell pupils that we will only pass information on if we believe that the child or anyone else is at risk from harm. The member of staff will talk to the named child protection coordinator who may confer with the headteacher before any decision is made.

The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Child Protection

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

As part of the PSHE/SRE programme, children will be taught that if they have a problem that they feel they cannot sort out themselves, they should keep telling adults they trust until someone helps sort out the situation. They will be made aware in lessons of help such as 'Childline', and the school will have a notice board that can help pupils access help, advice and support.

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 without bias, and pupils will be given accurate, factual information about their bodies. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

Dealing with Sexually Explicit Questions

Ground rules will be established which will make it clear that nobody should ask personal questions about another individual, whether a member of staff or a pupil. Questions are answered according to the age and maturity of the pupil concerned. Questions that relate to the topic that is being covered in a lesson will be answered, but pupils may write questions

about other areas related to SRE and place them in a question box. This can be done anonymously if they prefer. These questions can be answered by the teacher in later sessions.

If a pupil is feeling embarrassed or uneasy about the content of a lesson, they will not be obliged to participate in discussions or to ask questions. The school believes that individual teachers must use their skill and discretion in this area and refer to the Safeguarding Coordinator if they are concerned.

Language used

The correct terms for all body parts will be used, but family names will also be acknowledged. Pupils will be taught openly what 'slang' words mean, and that some are offensive.

Sexual Identity and Sexual Orientation

Burnham Market 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. Our SRE programme celebrates diversity of every kind, is inclusive, and does not allow comments or phrases that might cause harm to the self or to others.

Dissemination

All staff members and governors receive a copy of the SRE policy. Several copies are available from the school office on request from parents. A short summary of the policy is included in the school prospectus.

