



Policy for Sex and Relationship Education

1. This policy was developed in response to Sex and Relationship Education Guidance DfES 2000, the National Teenage Pregnancy Strategy and National Healthy Schools Programme.

2 The Consultation Process Has Involved:

- Review of SRE curriculum content with staff
- Consultation with school nurse
- Consultation with school governors

3. What Is Sex and Relationship Education?

SRE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

4. Principles and Values

In addition Bournmoor Primary School believes that SRE should:

- be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life
- be an entitlement for all young people
- encourage every student to contribute to make our community and aims to support each individual as they grow and learn
- be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of diversity
- encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other
- generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment
- recognise that parents are the key people in teaching their children about sex, relationships and growing up
- we aim to work in partnership with parents and students, consulting them about the content of programmes

- recognise that the wider community has much to offer and we aim to work in partnership with health and education professionals

Sex and Relationship Education in this school has three main elements:

Attitudes and Values

- learning the importance of values, individual conscience and moral choices
- learning the value of family life, stable and loving relationships, and marriage
- learning about the nurture of children
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision-making
- challenging myths, misconceptions and false assumptions about normal behaviour

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make choices with an absence of prejudice
- developing an appreciation of the consequences of choices made
- managing conflict
- empower children with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

Knowledge and Understanding

- learning and understanding about physical and emotional development at appropriate stages
- learning about reproduction, human sexuality, personal health, emotions and relationships
- learning about where to go for help or advice in school and how to access a range of local and national support agencies

5. Aims

The aim of SRE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical and moral dimensions of sexual health. Our SRE programme aims to prepare children for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want

- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex
- communicate effectively by developing appropriate terminology for sex and relationship issues
- develop age appropriate awareness of their sexuality and understand human sexuality
- challenge sexism, homophobia and prejudice, and promote equality and diversity
- understand the arguments for delaying sexual activity
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- be equipped with age/stage appropriate information

Bournmoor Primary School specifically delivers Sex and Relationship Education through its PSHE Programme, RE and Science.

Much of the Sex and Relationship Education takes place within PSHE lessons and focuses on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included in Y5 and Y6 in Science and through presentation by the school nurse. Children have the opportunity to talk in single sex groups with the school nurse and have appropriate questions answered.

The PSHE Programme and Science National Curriculum are taught in every year.

Any SRE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When pupils ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

More expert or specialist teachers may support staff that are uncomfortable with teaching certain aspects of the SRE curriculum. Support and professional development will be provided for these staff, so that they can develop their confidence in delivering the whole of the SRE programme.

Assessment is carried out at appropriate times and involves teacher, pupil and peer assessment of knowledge and understanding, skills, and attitudes.

7. Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We encourage parents /carers to discuss any concerns with the Headteacher.

Students with Special Needs

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our pupils taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

8. Right of Withdrawal of Students from Sex and Relationship Education

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss their concerns or decisions with staff at the earliest opportunity. Parents are welcome to review any SRE resources the school uses for example the Lucinda and Godfrey Scheme.

9. Confidentiality and Safeguarding

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class Ground Rules.

A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under 13's should always be discussed with the nominated child protection lead.

Under the Sexual Offences Act, penetrative sex with a child under the age of 13 is classed as rape. Therefore, in all cases where the sexually active young person is under 13, a referral should be made to Social Care Direct identifying the young person, and the sexual partner if known. Following this, a Strategy Meeting or

discussion will be held. The meeting will involve a Team Manager, Social Worker, Police, Health Worker, Education and Welfare and other relevant agencies, to discuss appropriate next steps.

Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that a child, whether girl or boy, is suffering or likely to suffer significant harm. All cases involving under 13's should be fully documented including detailed reasons why decisions were made not to share information.

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

These procedures should be read in conjunction with the Durham LSCB protection procedures (link) with special reference to Sections 3 'Referral and Investigation' and Section 6.13 'Sexually Active Children under 18' – 'Young People under the age of 13'

10. Monitoring and Evaluation of Sex and Relationship Education

It is the responsibility of the PSHE Co-ordinator to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning.

The Governors Curriculum Committee is responsible for overseeing, reviewing and organising the revision of the Sex and Relationship Education Policy

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's sex and relationship education policy, support and staff development, curriculum and CPD and delivery.

Date for Review	November 2018
<i>Mrs L A Snowden</i>	Headteacher
Mrs T Bell	Chair of Governors