



Boulevard Primary Partnership - Sex and Relationship Education (SRE) Policy

1 Aims and Objectives

This policy is a working document which provides guidance and information on all aspects of SRE in the school for staff, parents/carers and governors.

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

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about understanding the importance of family life, stable 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, gender or sexual activity – this would be inappropriate teaching.

2 Teaching and Learning

Pupils will learn:

- To express their opinions about relationships and bullying
- About emotions, relationships and reproduction
- Information about healthier, safer lifestyles
- About the values of family life and stable relationships
- The value of respect, love and care
- To listen to and support each other, including respecting other people's viewpoints and beliefs
- To recognise their own worth and to identify positive things about themselves
- To balance the stresses of life in order to promote their own mental health and the well-being of others
- Life processes – including the physical changes that take place at puberty, why they happen and how to manage them

3 SRE Curriculum Planning

SRE should not be taught in isolation, but firmly embedded in all curriculum areas, including Science, Personal, Social, Health and Economic Education (PSHEE), Personal Social and Emotional development (PSED) and Citizenship. At Southwood and Downs Barn the main content is delivered by class teachers during their PSHEE, PSED and science lessons.

SRE is normally delivered in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups ie: puberty changes. External agencies such as the school nurse are used to help deliver SRE lessons.

All input to SRE lessons is part of a planned programme and negotiated and agreed with staff in advance. Teachers will answer pupil questions appropriately and using their professional judgement, in line with this policy. There is no expectation that any teacher delivering SRE will automatically answer pupil questions, as this may infringe personal boundaries. However, in this instance, pupils will be advised to talk to their parents, another member of staff, or advised as to where they may be able to access information eg helplines, websites, leaflets etc.

Throughout all aspects of schooling, from foundation to Year 6, children will be taught to judge what kind of physical contact is acceptable or unacceptable and how to respond. This will include being aware of different types of relationship and about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact. This will be delivered in age appropriate circumstances appropriate to the understanding of the children within the class, as shown below.

Recommended Progression and key vocabulary:

Year group	Pupils should be taught:	Vocabulary
Early Years Foundation Stage	To develop a positive sense of themselves and others, respect others, develop social skills an ability to express their feelings and a positive disposition to learn. Develop an understanding that if they are scared or uncertain they have trusted adults to turn to.	Respect, friendship, happy, sad, worried, cross, nervous.
Year 1	Identify, name, draw and label basic body parts.	Head, neck, arms, elbows, legs, knees, face, eyes, ears, hair, mouth, teeth, penis, testicles, vulva.
Year 2	Notice that animals have offspring which grow into adults.	Baby, toddler, child, teenager, adult.
Year 3	Explore life cycles of plants including pollination, seed formation and seed dispersal (a seed is formed when material in the pollen joins with material in the ovule) Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive relationships. To judge what kind of physical contact is acceptable or unacceptable and how to respond. Be aware of different types of relationship.	Pollination, pollen, male, ovule, female, seed. Change, grow, feelings, emotions, reproductive organs, sperm, egg.

	About taking care of their body, understanding they have autonomy and the right to protect their body from inappropriate and unwanted contact.	
Year 4	How their body and emotions change through puberty. About taking care of their body, understanding they have autonomy and the right to protect their body from inappropriate and unwanted contact. Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive relationships. To judge what kind of physical contact is acceptable or unacceptable and how to respond. Be aware of different types of relationship.	Puberty, change, mature, private parts, vagina, genitals, penis, breasts, feelings, attraction, worried, reproductive organs, sweat, body odour.
Year 5	About different types of reproduction, including sexual and asexual reproduction in plants and sexual reproduction in animals. How their body will, and emotions may, change as they approach and move through puberty. About taking care of their body, understanding they have autonomy and the right to protect their body from inappropriate and unwanted contact. Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive relationships. To judge what kind of physical contact is acceptable or unacceptable and how to respond. Be aware of different types of relationship.	Puberty, change, mature, private parts, vagina, genitals, penis, breasts, feelings, attraction, worried, reproductive organs, sweat, body odour, sanitary towel, tampon.
Year 6	How their body will, and emotions may, change as they approach and move through puberty. About human reproduction. About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact. Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive relationships. To judge what kind of physical contact is acceptable or unacceptable and how to respond. Be aware of different types of relationship.	Puberty, change, genitals, menstruation, uterus, fallopian tubes, ovary, cervix, vagina, labia, penis, testicles, sperm, semen, sexual intercourse, conception, embryo, pregnant, contraception, consent.

4 Equal Opportunities in Teaching SRE

We promote the needs and interests of all pupils irrespective of gender, culture, ability or aptitude. Good quality work to the best of their ability is the target for everyone.

We promote social learning and expect our pupils to show a high regard for the needs and feelings of others. No child is excluded because of race, gender or religion.

Parents/carers have the right to withdraw their child from any and all SRE learning apart from those parts included in the statutory National Curriculum for Science. Those

parents/carers wishing to exercise this right are invited to see the Head teacher 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.

5 Assessment and Evaluation

Elements of the sex education in the science curriculum are assessed formally. Assessment and evaluation of the SRE programme outside the science curriculum is conducted using a variety of informal activities which have been built into the programme. This could include peer and self assessment. Teachers delivering SRE should constantly evaluate their lessons to inform future planning.

6 Confidentiality and Child Protection Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named child protection co-ordinator who takes action as laid down in the Child Protection Policy. All staff are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues.

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.

7 Support and Training

All staff with specific responsibility for delivering the SRE programme will be consulted as to their particular training requirements, and access to these will be through CPD. It is essential that those teachers delivering the programme are confident in their abilities, and in the support offered by this policy.

This policy should be read in conjunction with the BPP Child Protection Policy, and forms a part of the BPP Safeguarding Policy.