



BRAMPTON 'THE ELLIS'
C OF E AIDED PRIMARY SCHOOL



SEX AND RELATIONSHIPS EDUCATION POLICY

January 2019

Date for Review: January 2020

Signed:

Ratified by Chair of Governors Date

Statement of intent

The James Montgomery Academy Trust (JMAT) understands the importance of educating pupils about sex and relationships, in order for pupils to make responsible and well-informed decisions in their lives.

The DfE's guidance, 'Sex and Relationship Education Guidance', defines this programme as: "Learning about physical, moral and emotional development; understanding 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 health."

The programme will be taught objectively and does not intend to promote any form of sexual orientation.

Aims and objectives

The sex education and relationship programme is an opportunity for pupils to:

- Develop an understanding of sex, sexuality and relationships.
- Develop a range of appropriate personal skills.

The aims will be achieved through developing an understanding of:

- A range of values and moral issues including the importance of family life.
- The biological facts related to human growth and development, including reproduction.
- The importance of healthy relationships.

Legal framework

The policy has due regard to the following guidance:

DfE 'Sex and Relationship Education Guidance' 2000

DfE 'Science programmes of study: key stages 1 and 2' 2013

Organisation of Sex and Relationships Education (SRE) in the curriculum

SRE in the curriculum will be developed in conjunction with the views of teachers, pupils and parents by the PSHE coordinator in JMAT schools, in accordance with DfE recommendations.

The majority of the lessons will be delivered through the personal, social, health and economic (PSHE) education, with statutory aspects taught via the science curriculum.

At key stage 1 and key stage 2, the topics are broken down into specific areas that will be taught appropriate to pupils' ages.

Elements of the topics for key stage 1 and 2 are statutory in accordance with the science national curriculum and therefore must be taught. Other areas, which are non-statutory and are suggestions for what could be taught in relation to each year group and the sex and relationship education programme, are able to be moved to older year groups or deleted, appropriate to the schools wishes.

Key stage 1

Pupils in Year 1 are taught:

- How they are growing and changing

Pupils in Year 2 are taught:

- To identify their own physical growth and change
- Extend their vocabulary of the human body
- Be aware of personal hygiene

Key stage 2

Pupils in Year 3 are taught:

- Parts of the body
- What a body needs to be healthy

Pupils in Year 4 are taught:

- How to look after their own bodies – including cleaning teeth
- To understand how to keep themselves clean
- To know that bacteria and viruses can affect health and that transmission may be reduced when simple, safe routines are followed

Pupils in Year 5 are taught:

- To begin to understand the physical and emotional changes which occur at puberty
- To explore which changes we can control and which we cannot
- To empathise with the feelings of other people
- To understand that action and behaviours have consequences
- To accept some responsibility for other people and ourselves
- To understand the process of menstruation
- To understand some emotional aspects of menstruation
- To look at some of the changes boys encounter during puberty
- To understand that puberty happens to boys and girls
- To understand the changes both boys and girls encounter at puberty
- To recognise that puberty happens to everyone
- To understand that feelings can influence behaviour and vice versa
- To recognise positive and negative feelings

Pupils in Year 6 are taught:

- To discuss what we mean by 'going out' with someone and what we mean by 'love'
- To share possible concerns and worries about relationships and suggestions of how to deal with them
- To understand what puberty and adolescence means
- To understand the correct names for the relevant parts of the body/changes at puberty
- To understand the physical, emotional and social changes that occur at puberty
- To understand that some changes only happen to girls, some only happen to boys and some happen to both

▬

During Years 5 and 6, pupils may be taught in gender-segregated groups dependent upon the nature of the topic being taught.

Training of staff

All staff members at the JMAT will undergo training on a regular basis to ensure they are up-to-date with the sex and relationship education programme.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

Delivery of the SRE in the curriculum

Classes may be taught in gender-segregated groups dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.

Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.

Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils.

In years 5 and 6 parents are also invited to preview the materials used in SRE lessons.

Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this, are outlined in the JMAT E-safety Policy.

Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching accordingly.

Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.

Lessons will be designed as to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles.

Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances.

JMAT understands that pupils with special education needs and disabilities (SEND) are entitled to learn about sex and relationship education, and the SRE curriculum will be designed to be inclusive of all pupils.

Teachers will understand that they may need to be more explicit and adapt their planning of work in order to appropriately deliver SRE learning to pupils with SEND.

At all points of delivery of SRE in the curriculum, parents/carers will be consulted and their views will be valued. What will be taught and how, will be planned in conjunction with parents/carers.

External experts may be invited to assist from time-to-time with the delivery of the SRE in the curriculum, but will be expected to comply with the provisions of this policy.

Working with parents

JMAT understands that the teaching of some aspects of SRE may be of concern to parents/carers.

JMAT will ensure that no teachers express their personal views or beliefs when delivering SRE.

Parents/carers will be regularly consulted on the content of the SRE curriculum, through meetings and letters, and the curriculum will therefore be planned in conjunction with parents/carers.

JMAT respects the legal right of parents/carers to withdraw their child from all or part of the SRE curriculum except for those statutory parts included in the science national curriculum.

A list of the statutory topics included in the science national curriculum at the different key stages, can be found in [Appendix 1 – Science national curriculum](#).

Equal opportunities

JMAT understands and abides by The Equality Act 2010, and fully respects the rights of pupils and staff members, regardless of any protected characteristics that he/she may have.

JMAT is dedicated to delivering the sex and relationship education programme with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.

Confidentiality

Confidentiality within the classroom is an important component of SRE, and teachers are expected to respect the confidentiality of their pupils as far as is possible.

Teachers must, however, alert the Head of School/headteacher about any suspicions of inappropriate behaviour or potential abuse as per the JMAT Child Protection Policy.

Bullying incidents

JMAT has a zero tolerance approach to bullying. Any bullying incidents caused as a result of the sex and relationship education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the JMAT.

Any occurrence of these incidents should be reported to a member of school staff, who will then discipline the pupil once he/she is on school premises.

These incidents will be dealt with following the process in our Anti-bullying and Harassment Policy. The Head of School/headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

Appendix 1 – Science national curriculum

In accordance with the DfE's 'Sex and Relationship Education Guidance' 2000, there are certain aspects of sex and relationship education which are compulsory for pupils to learn as they progress through the key stages.

Key stage	Pupils must be taught:
Key stage 1	<p>That animals, including humans, move, feed, grow, use their senses and reproduce.</p> <p>To recognise and compare the main external parts of the bodies of humans.</p> <p>That humans and animals can produce offspring, and they grow into adults.</p> <p>To recognise similarities and differences between themselves and others.</p> <p>To treat others with sensitivity.</p>
Key stage 2	<p>That nutrition, growth and reproduction are common life processes for humans and other animals.</p> <p>About the main stages of the human life cycle.</p>