



Brockmoor Primary School



Sex and Relationship Education Policy

Also see	Child Protection and Safeguarding Policy
	Intimate Care Policy
	Behaviour Policy
	Anti-bullying Policy

Statutory Requirement:

Required on Website:

Complete if Applicable

Responsible Person: PSHE lead/SLT

Date Approved: November 2022

Review Cycle: Recommended annually

Date of Next Review: November 2024 or when next update

Approval Level: Head Teacher

Complete if Applicable

Print Name: _____

Signature: _____

Date: _____

By signing this policy, I am showing I have read, understood and will abide by this policy during my time with Brockmoor Primary School.

1.0 Brockmoor Primary School– Parents/Carers

As a parent/carer, you can expect the best provision for your child/ren and we work hard to ensure that we consistently provide.

We will strive for Brockmoor children to ASPIRE and achieve in our inclusive setting where working together with the school staff, our parents and our community provide the best for our pupils.

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

Sections 406 and 407 of the Education Act 1996

Part 6, chapter 1 of the [Equality Act 2010](#)

The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

2.0 Rationale

Brockmoor School understands that there is a statutory requirement for us to have in place a Sex and Relationships policy and this document fulfils that requirement and to help clarify to parents/carers the content of the delivered resources and discuss any worries or concerns together.

Brockmoor School believes that effective Sex and Relationships Education (SRE) is essential if our pupils are to make responsible and well-informed decisions about how they conduct their lives. It contributes to promoting the spiritual, moral, social, cultural, emotional, mental and physical development, preparing pupils for the opportunities, responsibilities and experiences of adult life. Children are growing up in an increasingly complex world and with the presence of significant online and offline opportunities we need to know our pupils are safe and mentally and physically healthy.

We believe SRE should be rooted within our Personal, Social and Health Education curriculum, entwined with science and other subjects within our taught curriculum including standalone contextual safeguarding topics.

We will ensure that the approach we take is age-related in order to meet the needs of our children and young people as they grow and mature.

3.0 SRE within the curriculum

Sex and Relationship Education is part of the early stages of lifelong learning about physical, moral and emotional development. It is about respect, love and care and the benefits of making and maintaining a stable relationship. We recognise that to be human is to experience sexual feelings, seek connections with others and develop relationships, which may be physical or non-physical. Effective sex and relationships education does not encourage early sexual experimentation; it builds knowledge and skills that are vital with the pressures on young people. Brockmoor pupils will gain a balance of knowledge and understanding, exploration of values and attitudes and to develop their own skill

Our teaching of sex and relationship education is applicable to all sexual orientations and will include teaching aspects of sex and sexual health, we will help pupils to be understanding and tolerant of differences and similarities between people that arise from a number of factors, including cultural, ethnic, racial and religious diversity, family type, gender and disability. SRE seeks to enable young people to feel positive about themselves, to manage safe and healthy relationships and access any support or advice that is available via teachers and other appropriate

Topics within SCARF focus upon:

- **Myself**
- **My World**
- **My Health**
- **My Relationships**

Both the latter cover aspects of sex and relationships education

- **My Health** includes Hygiene, Diseases, Choices, Sex and Relationships, Drugs/Medicines and Safety.
- **My Relationships** includes Behaviour Management, Working Together, Similarities and Differences, Families and friends and Bullying.

Brockmoor is a member of PSHE association and continues to develop staffs knowledge and skills

4.0 Aims

We will provide our pupils with an age appropriate SRE curriculum that is developed to support their understanding of physical and emotional maturity, this curriculum is accessible to all pupils. In doing this, we acknowledge the value of contributing to a broader curriculum. It should enable pupils to make positive choices about their sexual and emotional health in the future, to learn to respect themselves and move confidently through their educational journey into early adulthood. Our inclusive SRE delivery will support in adopting excellent rapport with our pupils, we will deliver the curriculum without discrimination and be able challenge all types of prejudice.

Safeguarding

SRE topics will help children to understand and interpret the difference between safe and abusive relationships and how to report or raise any concerns to members of staff. Brockmoor has a legal duty to promote pupil wellbeing (Education and Inspections Act 2006) and includes that we have a duty to highlight signs regarding Female Genital Mutilation (FGM) and the risk time.

We will achieve this aim by having three main elements to our curriculum as outlined in 'Sex and Relationship Guidance' previously published by the Department:

Attitudes and Values- ASPIRE

- learning to care about other people and being sensitive towards others needs and views
- learning the importance of values, and individual moral considerations
- accepting the differences between people and learning not to exploit them
- learning the value of family life, marriage, and the importance of stable, loving and caring relationships for the nurture of children
- learning the importance and responsibilities of the family unit for all its members
- learning to respect oneself and others and being honest, loyal and trustworthy in relationships
- learning to take responsibility for one's actions in all situations
- exploring, considering and understanding moral dilemmas; and developing critical thinking as part of decision-making

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make choices based on an understanding of difference and with an absence of prejudice
- learning how to make well informed and responsible decisions about their lives and developing an appreciation of the consequences of the choices made
- managing conflict
- learning how to recognise and avoid exploitation and abuse

Knowledge and Understanding

- learning and understanding physical development at appropriate stages
- Understanding human sexuality, reproduction, aspects of sexual health, emotions and relationships

We believe that SRE will be achieved by providing an environment and atmosphere where pupils feel safe, relaxed, not intimidated, but focused; and where they have confidence and trust in the knowledge, ability and skills of their teachers.

By end of Key Stage One: Pupils in Key Stage One are interested in emotional and Physical changes of growing up and the similarities and differences between girls and boys. How to look after our bodies and how to be safe and healthy.

Pupils will be able to:

- recognise and compare the main external parts of the bodies of humans*
- recognise similarities and differences between themselves and others and treat others with sensitivity*
- identify and share their feelings with others
- recognise safe and unsafe situations
- identify and be able to talk with someone they trust
- be aware that their feelings and actions have an impact on others
- make a friend, talk with them and share feelings
- use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

Pupils will know and understand:

- that animals, including humans, grow and reproduce*
- that humans and animals can produce offspring and these grow into adults*
- the basic rules for keeping themselves safe and healthy
- about safe places to play and safe people to be with
- the needs of babies and young people ways in which they are like and different from others that they have some control over their actions and bodies
- the names of the main external parts of the body including agreed names for sexual parts
- why families are special for caring and sharing.

Pupils will have considered:

- why families are special
- the similarities and differences between people
- how their feelings and actions have an impact on other people.

By the end of Key Stage Two: Pupils are interested in knowing about love and different kind of families. They are more aware of different types of partnerships/relationships. Pupils at this age are curious about stereotypes, puberty, and changing body image. They want to know more information about conception, how babies develop. Pupils will be intrigued by diseases and how they can be prevented, pupils will also want to talk to key staff if they want help or advice.

Pupils will be able to:

- express opinions, for example, about relationships and bullying
- listen to, and support others
- respect other people's viewpoints and beliefs
- recognise their changing emotions with friends and family and be able to express their feelings positively
- identify adults they can trust and who they can ask for help
- be self-confident in a wide range of new situations, such as seeking new friends
- form opinions that they can articulate to a variety of audiences
- recognise their own worth and identify positive things about themselves
- balance the stresses of life in order to promote both their own mental health and well-being and that of others
- see things from other people's viewpoints, for example their parents and their carers
- discuss moral questions
- listen to, support their friends and manage friendship problems
- recognise and challenge stereotypes, for example in relation to gender recognise the pressure of unwanted physical contact, and know ways of resisting it

Pupils will know and understand:

- that the life processes common to humans and other animals include growth and reproduction*
- about the main stages of the human life cycle*
- begin to know some of the physical changes that take place during puberty, why they happen and
- how to manage them i.e. personal hygiene routines.
- the many relationships in which they are all involved
- where individual families and groups can find help
- how the media impact on forming attitudes
- about keeping themselves safe when involved with risky activities
- that their actions have consequences and be able to anticipate the results of them
- about different forms of bullying people and the feelings of both bullies and victims
- why being different can provoke bullying and know why this is unacceptable
- about, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together.

Pupils will have considered:

- the diversity of lifestyles
- others' points of view, including their parents' or carers
- why being different can provoke bullying and why this is unacceptable
- when it is appropriate to take a risk and when to say no and seek help
- the diversity of values and customs in the school and in the community
- the need for trust and love in established relationships.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix of this policy and addressed to the headteacher.

Alternative school work will be given to pupils who are withdrawn from sex education.

5.0 Parents and Carers

Our school is committed to working in close partnership with parents and carers who are the key people in teaching their children about sex and relationships. Interested parents/carers will be invited to discuss the SRE curriculum and to view the teaching materials and resources that will be used and discuss concerns or worries about the content.

A parent or carer who is concerned about any element of this policy, or is unhappy about their child's participation, can and should discuss their feelings with the PSHE lead in the first instance, who is Miss A Bevan. Parents have the right to withdraw their children from all or part of those aspects of the SRE curriculum. If required, parents will consult with the Headteacher to discuss appropriate arrangements.

6.0 Management of SRE

The organisation of SRE is no different from other curriculum areas. It is delivered through planned curriculum within PSHE and science plus specific age related sessions which can often be delivered by visitors and external agencies. We shall be using SCARF programme and will make all resources and curriculum overview available for parents to access. Occasionally, issues about SRE may arise spontaneously in other lessons (e.g. while studying English) where it is not the main focus of the lesson but will be addressed where appropriate.

Normally, male and female pupils will be taught together. However, when deemed appropriate, there may be occasions when pupils are taught in separate gender groups. Sex Education is taught specifically in Year 5 and Year 6. At Year 5 the curriculum concentrates on puberty and body changes that take place during it. In Year 6, human reproduction is included in lessons which include other puberty related topics, such as the importance of rest and exercise and dealing with teenage acne. The intention is for all our pupils to achieve the age-related learning outcomes recommended by Ofsted in their report entitled 'Sex and Relationships'.

Visitors may be invited to deliver aspects of the SRE, where this happens we will ensure that all safeguarding requirements are met. Visitors will be used to support the teacher and they will always be accompanied in the lesson by a teacher so that pupils feel comfortable. Visitors will always be fully briefed on their contribution to the curriculum and will be given a copy of the current policy beforehand. The content of these sessions will always be discussed prior to delivery to pupils and be available for parents.

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The Teachers' Standards
 - The Equality Act 2010
 - The Human Rights Act 1998
 - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- We **won't**, under any circumstances:
- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

Monitoring, Evaluation and Assessment

Monitoring of the content of the curriculum will be completed by PSHE lead Miss Bevan. This will ensure that the delivery is appropriate for the groups, delivered using quality resources and with national and local guidance taking into account.

Pupil voice, book trawls, book scrutiny and lesson drop ins will be used to evaluate the effectiveness of the SCARF curriculum, this will be used as a means to evaluate the improvement required for the provision of the delivery and raising the standard of the SRE and PSHE curriculum. This may prompt a review process of the current programme.

Assessment tasks are built into the SCARF framework and the progress through EYFS to Year Six plays a key role in determining the effectiveness of the SRE Teaching and Learning. Work will be marked regularly and may be used to identify pupils who may benefit from additional support or intervention.

7.0 FAQ- Please do feel free to call Brockmoor to ask questions, gain information, request to see resources or curriculum content. Alternatively email info@brockmoor.dudley.sch.uk FAO PSHE Lead.

How will we deal with difficult questions?

We have various strategies for dealing with difficult questions. For example:

- if a question is too explicit or is inappropriate, the teacher will attend to it later, on an individual basis and a decision will be taken whether or not to inform the child's parents/carers
- if a child makes a disclosure that causes the teacher concern then they must follow child protection procedures set out in the Child Protection Policy.
- All questions will always be addressed by a member of staff in the most appropriate way, either whole class, small group or individual sessions.

The PSHE association has produced guidance on handling complex issues and staff will use this information to form an appropriate response to pupils. (URL link in 10.0)

Is puberty covered by SRE?

Boys and girls need to be prepared for puberty before they actually reach this developmental stage in growing up. At Brockmoor, we teach about puberty and the need for extra care with personal hygiene mainly in whole class groups but opportunities are provided for separate sessions when the children are in Key Stage 2. This allows pupils to ask questions and

How do we educate pupils about menstruation?

Our PSHE curriculum includes preparation for menstruation. Basic information about the process of menstruation will be given to both boys and girls in the appropriate Key Stages. We will make appropriate and timely resources available and this will be delivered via school staff, School Nurse and visitors to the school such as Loud Mouth.

What if I don't want my child to take part?

As a school, we would encourage you to have a conversation with us about your worries and concerns. We are very happy to go through the curriculum documents, resources that will be shared and explain the content of the information that will be shared with the children.

Withdrawing your child/ren from SRE does not affect their right to use confidential health services available at school.

8.0 Review

This policy will be reviewed every two years unless guidance suggests sooner.

9.0 Approval by Local Governing Body and Review Date

This policy has been formally approved and adopted by the Local Governing Body at a formally convened meeting and will be reviewed in line with guidance changing or within 2 years.

Links to other Policies:

- Anti-bullying
- Child Protection and Safeguarding Policy
- Behaviour Policy

10.0 Useful resources and websites to help

<http://www.brook.org.uk>

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/handling-complex-issues-safely-pshe-education>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/283599/sex_and_relationship_education_guidance.pdf

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

