

Brentfield Primary School



Sex and Relationships Education Policy

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At Brentfield we promote our five BRAVE values throughout everything we do and reward those who go above and beyond through the following:

B – Belonging

R – Responsible

A – Aspirational

V – Value

E - Empowered

The teaching of Sex and Relationship Education (SRE) at Brentfield Primary School is an important aspect of pupil's education and is concerned with informing children honestly and appropriately so that they make safe choices later in life. Taught under the umbrella of Personal, Social and Health Education, SRE includes planned opportunities to support the development of children's self-confidence and understanding of relationships, enabling pupils to participate happily in the wider community. It promotes an understanding of the range of family groups and other people who contribute to providing children with the care, love and support they need to grow. It is taught within the umbrella of PSHE.

Sex and Relationship Education is taught within a framework that gives due regard to moral considerations and the value of family life. It will

- * Take account of pupils' levels of knowledge and awareness of the issues being addressed.
- * Develop pupil's self-respect through the promotion of self-esteem, acknowledging the value of each individual pupil.
- * Reflect an understanding of the range of family groups that children live in.
- * Develop respect and sensitivity to others through knowledge of difference.

2. Aims

Sex and Relationships Education (SRE) is set in the context of clear values, including the value of family life, marriage and the importance of loving and stable relationships for bringing up children. The objectives of Sex and Relationship Education are: -

- to provide the age-appropriate knowledge and information to which all pupils are entitled,
- to raise pupils' self-esteem and confidence, especially in their relationships with others,
- to help pupils develop relationship and communication skills (language, decision making, choice, assertiveness) to cope with the influences of their peers and the media,
- to respect and care for their bodies,
- to be prepared for puberty and adulthood,
- to develop skills for a healthier and safer lifestyle.
- To acknowledge and compliment the role of parents as key educators and to liaise with and work in partnership with them.
- To provide information on agencies that can provide support on health related issues.

SRE is **not** about the promotion of sexual orientation or sexual activity.

3. Content, organisation and planning of the PSHE Curriculum

We teach children:

- The physical development of their bodies as they grow into adults
- The correct vocabulary for all parts of the body and encourage sensible attitudes to natural bodily functions
- To understand and respect differences and similarities between boys and girls
- To respect their own bodies
- To understand why hygiene is important
- To identify positive things about themselves and their achievements
- The importance of loving and caring relationships and the idea of mutual responsibilities within these relationships.
- To recognise and challenge gender stereotypes
- The importance of family life and to recognise that families are different and to challenge stereotypes about families
- To understand what makes a positive relationship
- To be able to use basic techniques to resist pressure
- To respect for the views of other people
- To help young people understand they have rights and should have control over who touches their body.
- To be able to demonstrate simple decision making strategies
- To understand and be able to use assertiveness skills

At Brentfield School we use single sex groupings for work on certain topics where appropriate. The sessions are delivered by either by the class teacher, the school nurse or an outside agency. A brief outline of the work covered in each year group is as follows:

Year 1 & 2 – Body parts; similarities and differences

Year 3 & 4 - Growing up and developing relationships.

Year 5 & 6 – Body changes in puberty.

5. Working with parents

Sex and Relationships Education is part of all students' education and it is hoped that all will participate. However, the school acknowledges that parents /carers have the right to withdraw their children from all or part of the Sex and Relationships Education programme except for that part which occurs in National Curriculum Science.

All parents in either year 5 or 6 will be invited to a meeting to discuss the content of these sessions so they can then support their children at home. Parents/carers wishing to exercise that right are asked to write a letter informing the school that they wish their child to be withdrawn and should make an appointment to meet the teacher to discuss the matter.

7. Assessment, reporting and recording in SRE

Our school considers it good practice to record reflections and discussions held in class on this area of the curriculum. Every class will have a PSHE folder where any sheets with children's thoughts, views or assessments will be kept. There should be at least one recording per half term. It is recognised that often, SRE lessons are oral rather than written. Elements of the SRE programme in the Science National Curriculum are assessed formally.

8. Confidentiality and safeguarding procedures

Teachers need to be aware that effective SRE, which brings an understanding of what is, and what is not acceptable in a relationship, can lead to disclosure of a child protection issue. Due to the guidelines in the Child Protection Policy, teachers cannot offer or guarantee absolute confidentiality. Pupils need to be reassured that their best interests will be maintained. This could lead to child protection action. Teachers should consult with the school's designated DSL (Designated Safeguarding Lead) for advice on safeguarding matters.

All outside agencies working in school to support the SRE programme will adhere to all relevant school policies. It is important that staff know and adhere to the school's policy in relation to confidentiality and child protection issues. Staff need to be clear they cannot offer unconditional confidentiality to pupils and that the boundaries agreed by the school in relation to sensitive issues are adhered to.

See the school's Safeguarding of Children/Child Protection Policy for more information.