Why do we have a Sex and Relationships Education (SRE) Policy?

The SRE policy has been developed to ensure that staff and parents/carers are clear about the statutory requirements regarding Sex and Relationships Education, and that the pupils receive their educational entitlement. Through implementation of this policy, Brooklands will meet specific aspects of the legal and statutory requirements.

Every child is entitled to receive Sex and Relationships Education. It is our intention that all children have the opportunity to experience a programme of Sex and Relationships Education at a level which is appropriate for their age and physical development with differentiated provision if required.

Why do we Teach Sex and Relationships Education (SRE)?

Brooklands’ approach to SRE goes beyond the provision of biological information. We support The Sex Education Forum’s definition of SRE: as learning about sex, sexuality, emotions, relationships, sexual health and ourselves.

The Forum believes that learning about sex and relationships should be:

- An integral part of the lifelong learning process, beginning in early childhood and continuing throughout adult life.
- An entitlement for all children and young people, which meets the needs of boys as well as girls; those who are heterosexual, lesbian, gay or bisexual; those with physical, learning or emotional difficulties; and those with a religious or faith tradition – in other words, everyone whatever their background, community or circumstance.
- Provided within a holistic context of emotional and social development across all settings.

(Sex and Sexuality Guidance, 2003)

At Brooklands, our aim is for SRE to equip children with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and wellbeing. As a school, we focus on attitudes, values and skills as well as knowledge and understanding. This includes developing children’s self-esteem and positive body image, giving children the skills to manage relationships and most importantly teaching children the knowledge and understanding of how to keep themselves safe in all of their relationships.

Research has shown that young people who feel good about themselves, are knowledgeable and confident about relationships and sex education, are more likely to be discerning in their relationships and sexual behaviours and to have fulfilling relationships.

The DfES Sex and Relationship Guidance from 2000 says:
“Effective sex and relationship education is essential if young people are to make responsible and well-informed decisions about their lives” and that “schools should have a sex and relationship education programme tailored to the age and the physical and emotional maturity of the children.”

As a school, we recognise the impact of the media, social media and the digital world on our children. We aim to deliver an SRE programme that recognises and addresses this. Safeguarding our children now and in their future, is an important element of our SRE programme and will include communicating the importance of consent.

At Brooklands, we place a high emphasis on developing our children’s spiritual, moral, social and cultural (SMSC) knowledge and understanding. SRE is closely linked to SMSC which can be seen in the following quotation which demonstrates how SRE contributes to spiritual, moral, social and cultural development (SMSC) as defined by OFSTED:

**The spiritual development of pupils is shown by their:**
- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values.
- Sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Use of imagination and creativity in their learning.
- Willingness to reflect on their experiences.

**The moral development of pupils is shown by their:**
- Ability to recognise the difference between right and wrong and to readily apply this understanding to their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England.
- Understanding the consequences of their behaviour and actions.
- Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

**The social development of pupils is shown by their:**
- Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.

The role of PSHE, citizenship education and SMSC in obtaining good outcomes in section 5 inspections from September 2015.
Janet Palmer HMI (National Lead for PSHE education).

**What does our SRE Curriculum Include?**

At Brooklands, SRE is taught and delivered in an age appropriate manner and as well as obtaining a knowledge and understanding of SRE, children will also be taught the skills, attitudes and values they will need to access the SRE curriculum.

**Attitudes and Values:**
Children will learn:
- The importance of values and individual conscience.
- The value of stable and loving relationships, whether in the context of marriage, civil partnership or other family models, for the nurture of children.
- About the value of respect, love and care.
- To explore, consider and understand moral dilemmas.
- To respect and value difference and diversity including diverse family models, genders and sexualities.
- About the rights and responsibilities to themselves and others.
- To be responsible for their own safety and that of others both in the real and digital world.
- The importance of equality concerning genders and sexuality.
- That violence and coercion in relationships is unacceptable.

**Skills:**

Children will learn:
- To recognise their own emotions and those of others.
- To manage emotions and relationships with confidence and sensitivity.
- To manage change.
- To develop self-respect.
- How to use appropriate language in the real and the digital world.
- To be empathetic to others.
- To make choices based on an understanding of difference and with absence of prejudice.
- How to recognise and avoid exploitation and abuse.
- How to keep themselves safe and how to extricate themselves from an unsafe situation.
- How to develop critical thinking.
- To make and carry out informed decisions.
- To develop decision-making skills both in the real and the digital world.
- To develop an appreciation of the consequences of choices both in the real and digital world.
- To manage conflict and develop negotiation skills.
- How to cope with and resist unwelcome peer pressure.
- To communicate openly and respectfully about relationships and sex.
- How to ask for help and access advice/services.

**Knowledge and Understanding:**

Children will learn:
- About emotional and physical development at appropriate stages.
- About the impact of stereotyping and negative language.
- About reproduction and sexual health.
- About sexuality and understanding differences.
- About a safe and healthy lifestyle based on accurate information.
- The positive benefits of loving, rewarding and responsible relationships.
- How to resist unwelcome pressures to be sexually active both in the real and digital world.
- About protective behaviours.
- How people can get diseases, including HIV, from sex and how they can be prevented.
- About the legal aspects of sexual behaviour.
- About the nature of consent and the law.
- About the impact of coercion and violence.
- Where to seek appropriate help and advice.

**Progression of Knowledge, Understanding and Skills:**

At Brooklands, we believe that SRE needs to start early in our school so that children can learn about their bodies, recognise if other people make them feel uncomfortable or unsafe and report abuse and get help if needed. Lots of children start puberty before they leave primary school so it is important that all pupils know what to expect before it happens. Our aim is to deliver SRE in every year at Brooklands as this helps pupils
to learn progressively as they mature and revisit the subject on a regular basis. This also reinforces learning and provides pupils with opportunities to ask further questions.

Reception:
At this age, as part of the Early Learning Goals, children will learn:
- How to show sensitivity to others’ needs and feelings.
- How to form positive relationships with adults and other children.
- How to manage feelings and behaviour.
- How to talk about how they and others show feelings.
- How to talk about their own and others’ behaviour and its consequences.
- That some behaviour is unacceptable.

Year 1:
At this age children will learn:
- The differences between boys and girls.
- The names of different body parts.
- Where babies come from, and friends and family.
- What areas of the body are private and should not be touched.
- Who they can talk to if they are worried.

Science Specifics in Year 1:
- Children should be taught to - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Non-statutory guidance - Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.

It is important that pupils are taught the names of the external genitalia and know the differences between boys and girls. This is vital for safeguarding so that a child has language to describe the private parts of their body and to seek help if they are abused.

Years 2, 3 and 4:
At this age children will learn:
- The emotional and physical changes of growing up.
- Similarities and differences between each other and between boys and girls.
- How to cope with strong emotions.
- How babies are made from eggs and sperm.
- How to look after our bodies.
- How to be safe and healthy.

Science Specifics in Year 2:
- Children should be taught to - notice that animals, including humans, have offspring which grow into adults.
- Non-statutory guidance - The focus at this stage should be on helping pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

Science Specifics in Year 4:
• Children should be taught to - identify how plants and animals, including humans, resemble their parents in many features.

• Non-statutory guidance - Pupils should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by exploring the family trees and family resemblances of historical personalities such as the Tudors or the Hapsburgs.

Years 5 and 6:
At this age children will learn:
• About love and the different kinds of families.
• An awareness of different types of partnerships and relationships.
• How to recognise, explain and challenge gender stereotypes and homophobia.
• About puberty, sexual feelings and changing body image.
• Details about conception, how babies develop and are born and why families are important for having babies.
• How people can get diseases, including HIV, from sex and how they can be prevented.
• Who they can talk to if they want help or advice and information about growing up.
• Personal safety including online safety.

Science Specifics in Year 5:
• Children should be taught to - describe the life cycles common to a variety of animals, including humans (birth, growth, development, reproduction, death), and to a variety of plants (growth, reproduction and death).

Science Specifics in Year 6:
Children should be taught to - describe the life process of reproduction in some plants and animals, describe the changes as humans develop from birth to old age, recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

• Non-statutory guidance- They should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. They should recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

• Non-statutory guidance - They should be introduced to the idea that variation in offspring over time can make animals more or less able to survive in particular environments and lead to evolutionary change. Pupils might find out about Charles Darwin’s work on evolution.

Equal Opportunities:
Brooklands recognises that children have varying needs regarding SRE, depending on their circumstances and background. We, as a school, believe that all children should have access to SRE that is relevant to their particular needs. To achieve this, Brooklands’ approach to SRE will take account of the following:

• Girls tend to have greater access to SRE than boys through media and at home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism, sexualised behaviour and sexist bullying.

• Some pupils may have learning, emotional or behavioural difficulties, or physical disabilities that result in particular SRE needs at times which we will support. It may also mean that they have difficulty accessing the SRE curriculum. We will assess their needs and provide an appropriate SRE curriculum.

• Different ethnic and cultural groups may have different attitudes to SRE. We will consult pupils and parents/carers about their needs, take account of their views and promote respect for and
understanding of the views of different ethnic and cultural groups in line with safeguarding and school’s statutory duty to keep pupils safe and deliver certain elements of the statutory SRE curriculum.

- Some of our pupils may go on to define themselves as Lesbian, Gay, Bisexual or Trans (LGBT). Some pupils may have LGBT parents/carers, brothers or sisters, other family members and/or friends. Our approach to SRE will include sensitive, honest and balanced consideration of sexuality. We actively tackle homophobic bullying.
- We recognise that our pupils may come from a variety of family situations and home backgrounds. We will take care to ensure that there is no stigmatisation of children based on their home circumstances.

How is SRE Provided?

1. Brooklands has a caring ethos and shared values that model and support positive relationships between all members of the school community.
2. Within the taught, age-appropriate, spiral SRE programme within Personal Social and Health Education (PSHE).
3. Most of the SRE content is taught during the second half of the year, with the exception of Year 6 who are taught this area in the second half of the Autumn term.
4. Within Science as stipulated by the National Curriculum.
5. Through other curriculum areas for example Drama, English, Geography, Religious Education (R.E.).
6. Through assemblies.
7. Through pastoral support.
8. Through the provision of appropriate leaflets and other information sources.
9. Via targeted intervention, where appropriate, with vulnerable individuals.
10. Delivery in response to incidents.

Teaching, Learning and Assessment:

All of the following elements are essential in providing quality SRE.

Teaching and Learning Methods:
Teaching and learning best practice will be applied, this includes active learning methods and varied strategies that promote co-operation, support participation and negotiation, encourage reflection and consider risk reduction.

A Safe Learning Environment:
In order for PSHE or SRE to be conducted safely, the following will be in place:

- Group agreements, charters, rules or ground rules are negotiated, explained, displayed and referred to whenever appropriate.
- No one in the classroom will be expected to answer a personal question.
- Distancing techniques such as the use of scenarios, will be used to help keep pupils safe. There will be no need for anyone to discuss their own personal issues.
- Confidentiality will be clearly explained. Pupils will understand how disclosures will be handled. We will not expect a group to keep what is discussed within the lesson, within the classroom.
- Pupils will be expected to engage and listen during lessons, however it is accepted that sometimes it is inappropriate for them to be expected to take part in the discussion.
- In most cases, the correct names for body parts will be used.
- The meanings of words will be explained in a sensible and factual way.
- Humour is an important element of the PSHE classroom, however, we will laugh together.
• Signposting to sources of support when dealing with sensitive issues will be made.

**Groupings:**
SRE takes place within mixed gender classes or single gender groups as deemed appropriate and relevant with the pupil’s usual class teacher. There may be times when choosing particular mixes of genders may be useful. It is important to note that although separated genders may have different activities on occasions, the messages and information they receive will be consistent. It is important that both genders learn about each other’s changes etc. It is also important to note that at times, friendship groupings may be the safest way for pupils to discuss an issue. It will be left to the teacher’s discretion to make these decisions.

**Asking and Answering Questions:**
Teachers will attempt to answer pupil’s questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use their skill and discretion in these situations, and if necessary, refer to the PSHE Subject Leader for advice and support.

Teachers will apply the following principles:
1. Clear guidance will be established about what is appropriate and inappropriate in a whole class setting. Group agreements, ground rules, charters etc. will help to achieve this.
2. If a pupil’s question is inappropriate to address the whole class, the teacher will acknowledge the question and attend to it later on an individual basis.
3. Personal questions should be referred to the group agreements, ground rules, charters etc.
4. Teachers will set the tone by speaking in a matter of fact way and ensuring that pupil’s discussion occurs in a way which encourages thoughtful participation. As previously mentioned, humour may be used appropriately.
5. If a teacher is concerned that a pupil is at risk in any way, including sexual abuse or exploitation, the usual safeguarding procedures will be followed.

**A Normative Approach:**
The staff at Brooklands will keep in mind that the majority of our pupils are not engaging in sexual relationships and inappropriate sexual behaviour. In SRE we communicate a positive attitude about the behaviour of our pupils, and we use a range of data and research to correct misconceptions about young people’s sexual behaviour.

**Visitors:**
A visitor can enrich, but not replace, the SRE curriculum as a planned event with the teacher present. It is particularly useful when visitors have expertise and/or provide a service to pupils. Visitors may include a school nurse or medical practitioner.

**Resources:**
Teaching resources will be selected on the basis of their appropriateness to pupils and the impact. These will be updated by the PSHE Subject Leader frequently. Examples of resources used are: images, video clips, books, 3D materials and models, games and scenario cards.

**Continuity, Progression and Assessment:**
Continuity and progression will be generated through the adoption of a whole school approach to the planning and delivery of outcomes covering knowledge, skills and attitudes developed in response to the baseline (needs) assessment of pupils building on previous/existing knowledge, experience and understanding. Baseline, self, peer and end of unit assessments will contribute to the effective delivery of SRE. It is important to establish a starting point for all SRE work based on the children’s prior knowledge. This will then be compared at the end of the unit when a similar exercise to establish what children have
learnt will be carried out. We will not be levelling or grading PSHE work but the high levels of expectation for the quality of the work produced in SRE will be the same as the expectations for any other subject area.

The elements of SRE that form part of the Science curriculum are assessed in accordance with the requirements of the National Curriculum. Learning from other elements of SRE is assessed as part of the PSHE provision and builds on existing school systems.

**Parental Concerns and Withdrawal of Pupils:**
Brooklands is well aware that the primary role in children’s Sex and Relationships Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. We aim to work in active partnership with parents/carers, value their views and keep them informed about our SRE provision. If a parent/carer has any concerns about the SRE provision, we will take time to address their concerns and allay any fears they may have. If parents/carers decide to withdraw their child, we shall work with them and their child to explore possible alternative provision and will work to ensure the safety of that child.

Parents have a legal right to withdraw their children from dedicated SRE lessons delivered outside the Science curriculum. They do not have the right to withdraw their children from those aspects of SRE that are taught in National Curriculum Science lessons or where SRE arises naturally in other subject areas.

If parents wish to withdraw their children from dedicated SRE lessons which are being delivered outside of the science curriculum, formal requests should be made in writing to the head teacher.

**Personnel and Training:**
There is a PSHE Subject Leader within Brooklands who is regularly trained and updated in this fast moving subject area. They are responsible for SRE.

To ensure quality delivery of SRE, the staff who deliver SRE, Teaching and Learning Assistants and the relevant governors, receive appropriate and regular training to keep them updated. Brooklands is committed to ensuring that everyone involved with teaching, or supporting the teaching of SRE receives appropriate and ongoing professional development in order to maintain a whole school consistency and high standards for the children in our care.

All new staff will receive a copy of the SRE policy.

**Monitoring and Evaluation:**
The programme is regularly evaluated by the PSHE Subject Leader. The views of the pupils and teachers who deliver the programme, will be used to make changes and improvements to the programme on an ongoing basis. The prior knowledge baseline assessment is built into lessons and this will be used to inform any changes to the curriculum.

All staff involved in teaching PSHE receive the same teaching and learning monitoring and support as in other subjects. The PSHE Subject Leader receives time in order to carry out this process.

**Consultation, Policy Development and Review:**
In order for everyone to be consulted effectively, Brooklands will ensure that Governors and parents/carers are: made aware of our approach rationale for SRE through the policy; involved in the review of the SRE policy; made aware of our PSHE curriculum; parents/carers are encouraged to support their child’s continued learning at home through shared learning activities, if appropriate.
Furthermore, Governors and parents/carers will be invited to SRE workshops in order to be kept up to date with relevant information regarding the content and teaching and delivery of the SRE curriculum.

This SRE policy document was produced in consultation with the entire school community, including pupils, parents, school staff, Governors and any other appropriate stakeholders. This document is freely available to the entire school community. It has also been made available on the school website and on the weekly email update to parents.

The SRE policy will be reviewed on a biannual basis by the PSHE Subject Leader.

Review date: Autumn 2018

Signed: ________________________________ Chair of Governors

Signed: ________________________________ Head Teacher

Signed: ________________________________ PSHE Subject Leader

Date: ________________________________

Policy Links:
PSHE
Safeguarding
Confidentiality
Science
Visitors
Anti-Bullying
TLA
R.E.