



Brady Primary School Sex and Relationships Policy





Aims of Brady Primary School

“Inspiring teaching, for ambitious learners”

At Brady Primary School our ethos is built around our 4 core values of Dedication, Inspiration, Respect and Achievement. These help us to provide a safe, caring and stimulating environment, which offers opportunities:-

- For everyone within the school to reach their full potential and develop self-worth, self-confidence, the ability to take responsibility for their own individual actions, and resilience.
- For everyone within the school to have a sense of wonder, an enthusiasm for learning and help children to develop as independent thinkers and learners with enquiring minds.
- To encourage and develop a respect and understanding for others.
- To develop all partnerships, small and large, from the individual parent to the wider community and beyond to support children’s learning.
- To give children access to a broad and balanced creative curriculum to attain the highest possible standards in relation to prior attainment through assessment, teaching and learning.

Equal opportunities and Inclusion

At Brady Primary school we believe that every child is entitled to equal access to the curriculum, regardless of race, gender, class or disability.

We are committed to promoting learning and teaching environments, for all that embed the values of inclusive educational practices.

Through a child centered approach, we aim to ensure that education is accessible and relevant to all our learners, to respect each other and to celebrate diversity and difference.



Introduction

Sex and Relationship Guidance DfES 0116/2000 identifies three main elements of sex and relationship education:

- Attitudes and values;
- Personal and social skills;
- Knowledge and understanding.

As such, this policy was developed in response to Sex and Relationships Education Guidance DfES 2000, The National Teenage Pregnancy Strategy and National Healthy Schools Programme.

Definitions

Education about relationships and sexuality begins at birth by the way we are touched, handled and spoken to, with young children being interested in themselves, their bodies and their relationships. RSE is a vehicle for building on this interest and helping children make sense of the world around them.

The purpose of RSE is to support children through their physical and emotional development whilst helping them to understand themselves, respect others and form and sustain healthy relationships. As such, RSE should enable pupils to express their needs and ask for help and support throughout their development, with children nearing the end of Key Stage 2 managing and making sense of the emotional and physical changes during puberty.

Aims of our RSE programme

RSE is delivered through the school's PSHE programme alongside the Science curriculum and promotes the principle of RSE being lifelong learning. Its aim is to provide a stimulating and supportive learning environment in which pupils can develop their feelings of self-worth and confidence, especially in relationship to others. This will include developing the following skills: valuing themselves as unique individuals, keeping themselves and others healthy and safe, communication, decision making and assertiveness, knowing how and where to gain information and support and participating in society. The school believes that RSE should be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.

There is also the belief that RSE should be set within the wider school context and supports family commitment, love, respect and affection, knowledge and openness.

Therefore, pupils and staff are encouraged to share and respect each other's views and be aware of differing family structures, gender identities and sexual orientations with acceptance, though in the absence of any promotion of any particular 'norm'. An atmosphere where questions and discussion take place without stigma or embarrassment is created throughout the school, and partnerships with parents and community agencies are common place.



There are three main elements to our RSE programme:

- Gaining knowledge and understanding
- Developing positive attitudes and values
- Extending personal and social skills.

Knowledge and Understanding:

This area of RSE involves the learning and understanding of physical development at appropriate stages ensuring the use of correct terminology for body parts. Pupils gain an understanding of reproduction and emotions whilst learning about the different relationships they encounter throughout their lifetime.

Positive Attitudes and Values:

The key learning value in the RSE curriculum is that of respect, care and love. Pupils are encouraged to explore, consider and understand dilemmas by developing critical thinking as part of decision-making. Children challenge misconceptions about acceptable behaviour (in accordance with the law in the UK) and learn the importance of choice and individual conscience.

Personal and Social Skills:

From Key Stage 1, pupils learn to manage emotions and relationships confidently and sensitively whilst developing empathy and self-respect for others. Throughout the school community, children are encouraged to make choices in an absence of prejudice and develop an appreciation for the consequences of choices made. This strives to empower children with the skills to be able to avoid inappropriate pressures, both as the exploiter and exploited.

The Teaching of Relationship and Sex Education

RSE is part of our National Curriculum Science programme, though other aspects are taught mainly in PSHE lessons and lessons on relationships occurring in Literacy and RE. Through planned lessons in the curriculum, as well as through wider school activities such as assemblies, children are able to develop their ideas, knowledge and skills gradually and appropriately.

RSE Curriculum

Throughout the school SEAL is taught every half term.



Teaching Approaches

In order to maintain distance and ensure that pupils do not share personal details about themselves or others it is important to establish ground rules at the start of any relationship and sex education lessons. These are developed with pupils and ensure that appropriate language is used in the classroom and that nobody is made to feel uncomfortable or unable to participate.

As much as possible we provide an interactive learning environment, which is motivating and allows pupils to practice skills as well as to gain information and knowledge. We also allow time for reflection.

Inclusion – see also Inclusion Policy

We believe that all young people should receive relationship and sex education and therefore offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary to ensure we are treating all equally and fairly. We will make reasonable adjustments so all pupils can access an RSE curriculum, therefore we intend our policy to be sensitive to the needs of different ethnic groups and understand that for some young people, it is not culturally appropriate for them to be taught particular items in mixed groups. We also aim to deal sensitively with children's issues and answer appropriate questions raised as young people need to feel that relationship and sex education is relevant to them.

Partnership with parents/carers

Our school is committed to working with parents/carers, and with most of a pupil's informal relationships and sex education occurring within the family, the school believes that the RSE programme will complement and build on this in co-operation with homes. Under the Education Act of 1993 parents can withdraw pupils from part of the RSE that is outside the compulsory elements of sex education contained in the National Curriculum Science Orders. Before the relationship education programme is started in Year 6, parents and guardians will be given the opportunity to discuss the approaches to be used by the teacher. Parents must sign a consent form for their child to take part in sex education lessons and if a parent/carer wishes to withdraw their child they need to have a discussion with the Headteacher, so that he/she can be made aware of the reasons and provide alternative arrangements.

Confidentiality

Although parents and children are encouraged to talk to each other, a teacher may keep information and discussions confidential if requested to do so by the pupil. They may seek guidance from the designated person without breaking confidence. Teachers must break confidence if it is an issue of child protection or if they think it is in the child's best interest to do so. In seeking to support the



welfare of pupils, the school will usually inform parents, but wherever possible, the pupil will be encouraged to talk to their parent/carer themselves. Occasionally this may be against the wishes of the child and /or may place the child at risk. On these rare occasions the school may act, in the best interests of the child without informing parents.

Monitoring of RSE

It is the responsibility of the PSHE subject lead to oversee and organise the monitoring and evaluation according to our school’s policy. Implementation will be monitored by the Headteacher and PSHE subject lead and reported on to the Governing body.

Chair of Governors Date

Headteacher Date