

Broomhill First School

Sex and Relationship Education (SRE) Policy

Broomhill First School offers a broad and balanced curriculum, that aims to meet the needs of every child and provides the opportunities for children to achieve their full potential in all areas of their development. This includes promoting the spiritual, moral, social and cultural development of our pupils and preparing them for the opportunities, responsibilities and experiences of later life. SRE is lifelong learning about physical, moral and emotional development and the understanding of the importance of loving and caring relationships.

Aims and Objectives

The aim of SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. The objectives of SRE are:

- To provide the knowledge and information at an age appropriate level.
- To raise pupils' self-esteem and confidence, especially in their relationships with others.
- To help pupils to develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others.
- To develop skills for a healthy and safe lifestyle.
- To respect and care for their bodies.

Values Framework

All those who teach aspects of SRE within school will be guided by the following values framework which represents the values held in common by the whole school community. The teaching of SRE will encourage pupils to:

- Value and respect themselves
- Value and respect others
- Value and respect differences in people's religion, culture, sexual orientation, physical and mental ability and social background.

The Teaching and Organisation of SRE

SRE is taught within the PSHE programme at Key Stages 1 and 2. Biological aspects of SRE are taught within the science curriculum and some moral aspects are taught within RE. Specific sex education relating to puberty and reproduction is taught by the respective middle schools.

Science Curriculum – Animals, including humans

Year 1 Statutory Requirements

Pupils 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.

Year 2 Statutory Requirements

Pupils should be taught to:

- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.

Year 3 Statutory Requirements

Pupils should be taught to:

- Identify that animals, including humans, need the right type of nutrition
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Year 4 Statutory Requirements

Pupils should be taught to:

- Describe the simple functions of the basic parts of the digestive system.

Our PSHE curriculum is based upon recommendations by the PSHE Association and relates to the following three themes:

Health and Wellbeing

Relationships

Living in the Wider World

The specific aspects taught remain flexible to ensure that we are able to best meet the needs of our pupils and prioritise topics that are most relevant at any given time.

Dealing with Difficult Questions

Staff will endeavour to answer pupils' questions as honestly as possible, but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. The following ground rules should be adhered to:

- All pupils will be listened to and respected when opinions are passed
- Staff must be aware of different backgrounds, religious and cultural differences.

Equal Opportunities

It is important to us to ensure that all pupils are given equality of opportunity and access to SRE within the curriculum. We will ensure that provision meets the needs of all children respecting pupils' different abilities, level of maturity and personal circumstances, for example faith, culture, sexual orientation, and gender identity. Differentiation in terms of learning objectives, tasks, teaching methods and resources will be planned for children with specific needs.

Safeguarding / Confidentiality

Staff need to be aware that effective SRE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. If staff have any reason to believe a pupil is at risk, they will speak to the Designated Safeguarding Lead and follow the school's safeguarding procedures. A member of staff cannot promise confidentiality if concerns exist.

Parental Consultation

This policy is available on the school website, together with details of the PSHE/Science/RE curriculum. Parents have the right to withdraw their child from those aspects of SRE which are not included in the National Curriculum and alternative work would be set.

