

Bishop's Tachbrook C of E Primary School SEX AND RELATIONSHIPS EDUCATION (SRE) POLICY

Bishop's Tachbrook CE Primary School uses "[SPRING FEVER](#)" as the basis for our Sex and Relationships Education throughout the school. [Details of each year group's lesson plans for "Spring Fever"](#) can be found on our website on the 'Our Curriculum' page. We are also mindful that:

- *It is absolutely vital to introduce sex education into primary schools; we have to make sure that children understand the importance of relationships when dealing with the online world. (Maria Miller MP, chair of the women and equalities select committee who has led the campaign for sex education to be modernised, Feb 2017).*
- *"Effective Sex and Relationships Education (SRE) in primary schools can help children build happier, healthier relationships now and in their adult lives - and can also contribute to reducing teenage pregnancy. Effective relationships and sex education is key in supporting young people through their physical, emotional and moral development, enabling them to make informed life choices confidently, and furthering their respect for themselves and others as they move through life." (National Children's Bureau, 2006)*
- *Strong delivery of SRE/PSHE by schools is known to be one of the main factors for reducing teenage pregnancy and improving sexual health (DfES 2006).*
- *"SRE is lifelong learning about physical, emotional and moral development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity..." (DFES 2000)*

SPRING FEVER: AN INTRODUCTION:

There is often a lot of misunderstanding about what a comprehensive relationship and sex education package might contain, especially when aimed at primary school children. There is the worry that children will lose their innocence if we give them certain information too soon. The evidence suggests that this couldn't be further from the truth.

In fact, Spring Fever is an evidence-based package which progresses year-by-year to an age-appropriate level. The programme is designed to be delivered across all year groups and builds in knowledge and details along with the children's natural development and curiosity.

There are four key themes that run throughout the programme:

- Physical development & self-image
- Reproduction & Family forming
- Social & Emotional Development
- Assertiveness:

These topics provide a framework of lessons which puts everything firmly in context and focuses on children learning the skills to form and maintain positive relationships, especially friendships, based on respect and empathy.

Indeed, the focus is on providing children with a safe space to ask questions and offers fun and responsible support which enables children to express and deal with their feelings in a positive manner.



("Spring Fever" is taught at Bishop's Tachbrook in the Summer Term to all classes over one fortnight so the whole school can simultaneously focus on the themes such as assertiveness, physical development, family-forming and self-image).

Local and national guidance and priorities

This policy was originally developed from a draft local authority policy but we are now guided by the Warwickshire "Spring Fever" materials as well as the following documents:

- Sex and Relationship Education Guidance (DfES 2000)
- Quality Standards for Sex and Relationships Education (Warks LEA 2002)
- Sex and Relationships Education for Primary Age Children (Sex Education Forum Fact Sheet, 2002)
- What should we tell the children? (The Mothers' Union)
- The Children Act 2004 (This places a duty on professionals to talk about relationships and sex with young people in order to help them acquire knowledge and information about their bodies, sex and sexual health and to develop relevant skills).

Our aims

Our sex education programme is set within the context of a caring family. It teaches not only an understanding of reproduction but also the relationships and personal development of human beings. An awareness of cultural diversity is important. Our aim is to give children a clear understanding of the emotional and physical changes taking place as they reach puberty and give them the opportunity to ask questions about the subject which will be answered by the professionals leading their lesson.

SRE at Bishop's Tachbrook C of E Primary School

Sex and relationships education is delivered through the PSHE and Citizenship framework. The PSHE and Citizenship framework for Key Stages 1 and 2 is developed through four broad themes and makes clear what is appropriate in the primary years. The four themes are:

- developing confidence and responsibility and making the most of pupils' abilities
- preparing to play an active role as citizens
- developing a healthier, safer lifestyle
- developing good relationships and respecting differences between people.

Sex and Relationships Education will contribute to the foundation of PSHE and Citizenship by ensuring that all children develop confidence in talking, listening and thinking about feelings and relationships; are able to name parts of the body and describe how their bodies work; can protect themselves and ask for help and support; and are prepared for puberty. It is tailored to the age and physical and emotional maturity of the children. It ensures that both boys and girls know about puberty and how a baby is born - as set out in the Key Stages 1 and 2 of the Science National Curriculum.

All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes. In the early years, education about relationships focuses on friendship, bullying and building on self esteem.

Who teaches SRE?

Class Teachers lead the teaching of "Spring Fever" (SRE) with their class group. We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education.

How is Spring Fever (SRE) taught?

1. Ground rules:

Teachers develop a set of ground rules to create a safe environment in which no-one feels embarrassed or anxious about unintended or unexpected questions or comments from pupils. Examples of ground rules the school include:

- No-one will have to answer a personal question
- No-one will be forced to take part in a discussion
- Only the correct names for body parts will be used

Meanings of words will be explained in a sensible and factual way

2. Distancing Techniques:

Teachers will avoid embarrassment and protect pupils' privacy by always depersonalising discussions. For example, role play will be used to help pupils 'act out' situations about fictitious characters. Case studies with invented characters and appropriate videos may also be used.

3. Dealing with questions:

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting. Below are guidelines the school encourages:

(a) If a question is too personal, the teacher will remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as a school counsellor, school nurse, helpline, or an outside agency or service

(b) If a teacher doesn't know the answer to a question, the teacher will acknowledge this, and suggest that the pupil or teacher or both together research the question.

(c) If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher will acknowledge it and promise to attend to it later on an individual basis.

To maintain trust and respect the teacher must remember to talk with the pupil later and if concerned that a pupil is at risk of sexual abuse, they will follow our child protection procedures.

The children will be taught by their class teachers who know them very well. The opportunity for individuals or small groups of children to discuss issues of concern with their teacher should be made available. We answer all children's questions sensitively but straightforwardly and children are encouraged to discuss issues with their parents. Understanding human growth and reproduction is taught to all children through the National Curriculum. [Parents are welcome to preview the professionally produced "Spring Fever" materials which are on our website for each age group.](#)

Contraception, Abortion and Sexually Transmitted Infections (STIs), including HIV/AIDS Contraception - At Bishop's Tachbrook C of E Primary we don't teach about contraception although if a pupil asks a question during the Year 6 programme we will explain that contraception stops an egg and a sperm joining and therefore stops a baby being made.

Abortion - At Bishop's Tachbrook C of E Primary we don't teach about abortion although if a pupil asks a question during the Year 6 programme we will suggest pupils identify adults who they can trust and can ask for help. Pupils will be assisted to identify sources of information, support and advice for children and young people in this community.

Sexually Transmitted Infections (STIs), including HIV/AIDS - At Bishop's Tachbrook C of E Primary we don't teach about STIs although this is a statutory requirement for maintained secondary schools. However, if a pupil asks a question during the Year 6 programme we will explain that safe routines can stop the spread of viruses including HIV.

Monitoring and Evaluation

It is the responsibility of the Governing Body under the guidance of the Head Teacher to ensure that staff and parents are informed of the Sex and Relationships Education Policy. There is now a statutory duty on schools to ensure that where sex education is given to pupils at maintained schools they:

- a) learn the nature of marriage and its importance for family life and the bringing up of children
- b) are protected from teaching and materials which are inappropriate having regard to the age and the religious and cultural background of the pupils concerned.

Monitoring and evaluation are the keys to successful school improvement. All members of staff, in partnership with the governing body, share responsibility for monitoring and evaluating the work of the school. The implementation of this policy will be monitored and its outcomes will feed into the process of review and evaluation. This policy will be reviewed as determined by the Governing Body or in light of any new legislation or guidance.

Child Protection (CP) and Confidentiality

Teachers conduct sex education in a sensitive manner, and in confidence. However, if a child makes reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates they may have been a victim of abuse. They will not try to investigate, but will immediately inform the Designated Safeguarding Lead (DSL) about the concerns. Staff should always follow the CP guidelines to observe, record and refer all CP issues. The DSL will then deal with the matter in consultation with Children's Services via the MASH (Warwickshire Multi Agency Safeguarding Hub)

Equal Opportunities and Inclusion

All children, no matter what their barriers to learning, are entitled to SRE. The Spring Fever SRE curriculum has been developed to take into account the diversity of the population and to meet the needs of the pupils at Bishop's Tachbrook C of E Primary. We will consult with parents and carers to maximise their opportunity for understanding the detail of our Spring Fever programme. The pupils are taught in mixed sex groupings for most SRE lessons although teachers may use single sex settings when this is thought to be more appropriate.

Parents and Carers

Parents and carers who have concerns about the Bishop's Tachbrook C of E Primary SRE programme are encouraged to talk to their child's Class Teacher or the PSHE Subject Leader to discuss the programme in detail. Parents and carers have the right to withdraw their children from all or part of a school's SRE programme, except those parts covered by the statutory national curriculum in Science. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Head Teacher, and make it clear which aspects of the programme they do not wish their child to participate in. Once the school has a written request for such an exemption, and the parent/carer has discussed the issues, the school will then seek to meet the needs of the parents in this regard.

Note: this policy should be read alongside our Safeguarding policy.