Sex and Relationships Policy

Written: February 2016
Policy Ratified by the Board: March 2016
Reviewed: August 2017
Ratified by LGB: Sept 2017
In Barton Hill Academy, Sex and relationships education (SRE) is learning about the emotional, social and physical aspects of growing up and relationships.

We aim to equip children with the skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their personal hygiene and wellbeing.

**Understanding faith, values and SRE**

There are clear core values that run through the SRE at our school. These include:

- Mutual respect
- Loving and happy relationships
- Rights to information, safety and health
- Equality; particularly on the basis of gender and sexual orientation
- Responsibility for oneself and others

**The organisation of Sex and Relationship Education**

Catherine Fahmi is the designated teacher with responsibility for coordinating sex and relationship education.

Much of what is provided, including core values are covered informally, in circle time and classroom discussions as and when the need arises. Other aspects, in particular the physiological aspects are more formally covered in yr 5/6 as part of the PSHE/JIGSAW curriculum. It is the policy of the school that when a situation arises where, for example, relationships can be discussed; the class teacher should take advantage of that situation at the level appropriate to the age and understanding of the child/children. There are situations where this is more likely to arise such as in discussions on ‘Ourselves’ or ‘Friendships’. These will occur throughout the year groups. In other situations, such as playing in a home corner, it may naturally arise from role-play

**Girls starting their periods in school**

If a girl starts her period during school time then they will be sent to a named adult (during the writing of this policy this is Ms.Fearon), who will immediately contact their parents. In consultation with their parents Ms.Fearon will decide what to do. The parent will have the option of coming to collect their child to explore their child’s understanding of how their body is changing. If the parent is not available then Ms. Fearon will take on that role ie. Explore the girl’s understanding of how her body is changing and then give her a sanitary towel after demonstrating how to use it.

**What will be taught in each year group? (please see attached outline)**

In Y5/6 more formal sex education occurs as part of our science and PSHE curriculum. The class teachers and the PSHE coordinator are involved in planning and presenting this part of the
curriculum through our Jigsaw programme and work closely with the community to ensure that all persons’ needs are met.

**Changes to the curriculum**
When changes occur to the guidelines, staff, governors and parents are consulted and the policy amended.

**Dealing with difficult questions**
During the term that this is taught, a confidential question box is available to the children to enable them to ask questions individually, away from the other children. If the children ask teachers any difficult questions, the children will be advised to ask their parents. Parents will be contacted about the questions raised beforehand.

**Diversity and Inclusion**
We teach in one of the most ethnically diverse countries in the world. In a class we may have pupils from a wide variety of cultures and with a wide variety of faiths. We understand that these cultures and faiths often hold views about sexual behaviour. We understand that it is essential that we are sensitive to these views but we must ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals. That is why we use specially produced resources which have integrated awareness of faith values and provides lessons for separate gender groups. All year 5/6 teachers, who will be expected to deliver the programme, are provided with adequate training before hand and are given detailed teacher’s notes for each lesson. It is important that SRE caters for all pupils. This means that sex and relationships education must be sensitive to the different needs of individual pupils and may need to evolve and adapt over time.

**Children with special needs**
Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education. Parents can withdraw pupils where they feel appropriate but will be expected to provide the learning missed to the child.

**Prejudice based bullying.**
At Barton Hill Academy we understand the unacceptability of and emotional distress and harm caused by bullying in whatever form – be it racial, as a result of a pupil’s appearance, related to sexual orientation or for any other reason. Barton Hill Academy is committed to a zero-tolerance approach to bullying. Bullying based on perceived differences in dress, communication, appearance, beliefs and/or culture can arise from a misguided and/or learned belief that they ‘deserve’ to be treated differently or with less respect. In Barton Hill Academy we aim to educate our pupils about children and young people from minority ethnic groups to create a climate in which difference and diversity are recognised, respected and celebrated. We aim to eliminate discrimination, advance quality of opportunity and foster good relations.
At Barton Hill Academy we have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are outlined in our behaviour policy.

**Homophobic bullying**

Homophobic bullying is mainly directed towards young people who identify as lesbian, gay, bisexual or transgender (LGBT) or young people who are questioning their sexuality. However, it can also be directed at young people who do not conform to strict gender ‘norms’. For example, a boy who doesn’t like football may stand out as being different. Ultimately, any young person can be homophobically bullied. Any young person who displays a homophobic attitude will be challenged and asked not to use that language in school. Teachers should seek advice from parents before they broach the subject with an individual and from outside agencies where needed.

At Barton Hill there is a whole a whole-school approach to preventing and tackling prejudice-related bullying. Our effective anti-bullying strategy involves all members of the school community and is regularly monitored.

- Teachers’ and pupils are confident in reporting prejudice-related bullying incidents. Children will be told that no form of bullying is acceptable in our school.
- There are effective recording and reporting of all incidents of bullying/harassment as a basis for tackling the problem and adjusting strategies.
- Teachers speak to senior leaders before approaching parents about the subject.
- Children and young people are educated about bullying and healthy and respectful relationships.
- We create an environment and response structure where those who experience bullying feel confident in reporting incidents of bullying
- We encourage those who witness bullying to speak up

**Conclusion**

If this policy is followed, the open and caring approach it encourages will allow children to express concerns and curiosity in a structured but concerned atmosphere. Formal aspects of sex education will then build upon this. Carefully and sensitively delivered it will add to the likelihood of the children in our care building successful, caring relationships in later life.
**Monitoring and Evaluation**

Monitoring is the responsibility of the head teacher, named governor and teacher with responsibility for sex and relationship education.

The school will assess the effectiveness of the aims, content and methods in promoting students’ learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents.

The effectiveness of the SRE programme will be evaluated by assessing children’s learning and implementing change if required.
<table>
<thead>
<tr>
<th>Foundation stage</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
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</thead>
<tbody>
<tr>
<td>Missing people</td>
<td>Being a good friend</td>
<td></td>
<td>Taking responsibility for my behaviour</td>
<td>To know that people respond differently to change</td>
<td>The reproductive system</td>
<td></td>
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<tr>
<td>Talking about people I care about</td>
<td>Giving compliments</td>
<td></td>
<td>Understanding how I might hurt others</td>
<td>Embarrassment</td>
<td>Physical and emotional changes during puberty</td>
<td></td>
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<tr>
<td>How people are different and how I am special</td>
<td>What is bullying? What do I do if I think I am being bullied?</td>
<td></td>
<td>Knowing how it feels when I lose someone or something I love.</td>
<td>Grievingsv</td>
<td>Ways in which people are different and similar</td>
<td></td>
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<tr>
<td>Being kind and bullying</td>
<td>Talking about those who are important to me</td>
<td></td>
<td>Giving and receiving compliments</td>
<td>Deciding when to share feelings</td>
<td>Keeping yourself clean and healthy as we pass through puberty</td>
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<td>Making up when I’ve fallen out</td>
<td>Understanding when I love or care for someone</td>
<td></td>
<td>Knowing that being a witness to bullying can make the situation better or worse.</td>
<td>Rumour spreading and name calling</td>
<td>(FGM for girls)</td>
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<tr>
<td>Talking about how we’ve changed</td>
<td>Sharing people we care about.</td>
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<td>Washing hands and cleaning teeth</td>
<td>Things that have changed, things that will not change and things that will change about me in the future.</td>
<td>Knowing everybody goes through all sorts of changes all the time.</td>
<td>I know the reasons why changes can be uncomfortable</td>
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