



**Kilburn**  
**Grange School**  
LEARN ENJOY SUCCEED

**Sex and Relationship Education**  
**Policy**  
**2017 - 2018**

Updated by Helen Khinich April 2019  
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## **1.0 Bellevue Place Education Trust – Our commitment**

### ***Learn. Enjoy. Succeed.***

Three words that mean the world to us.

Three words that have been with us from the day we started Bellevue Place Education Trust.

Three words that govern all that we do.

As a parent you can expect excellence, both in how we teach and nurture your child. We foster a positive attitude to life, encouraging a 'be interested and be interesting' attitude by providing a rich learning environment full of arts, drama, sport, music and academic rigour.

Bellevue Place children are happy, confident, successful 'all rounders' who expect to win and achieve in an inclusive setting where children, parents and school staff work together to provide the best. Our commitment to you and your child is that we will teach them to learn, enjoy and succeed both in their school career and beyond.

## **2.0 Introduction**

2.1 Kilburn Grange School's policy on sex and relationship education is based on the DCSF document 'Sex and Relationship Education Guidance' (DCSF 0116/2000). We recognise 'Sex and Relationship Education' as the policy's full title and within this policy it shall be referred to as SRE.

2.2 In the DCSF document, SRE is defined as 'learning about physical, moral and emotional development'. The guidance states, 'It is about understanding 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'.

2.3 At Kilburn Grange School believe that SRE is essential if our pupils are to make responsible and well-informed decisions about how they conduct their lives. SRE is part of the Personal, Social and Health Education (PSHE) curriculum at Kilburn Grange School. When we inform our pupils through SRE about sexual issues, we will be honest and will do this with regard to individual responsibility, and in a way that allows children to ask and explore questions. We do not use SRE as a means of promoting any form of sexual orientation.

We will ensure that the approach we take is age-related in order to meet the needs of our children and young people as they grow and mature.

## **3.0 Scope**

Sex and Relationship Education is part of the early stages of lifelong learning about physical, moral and emotional development. It is about respect, love and care and the benefits of making and maintaining a stable relationship. We recognise that to be human is to experience sexual feelings, seek connections with other people and develop relationships which may be physical or non-physical.

Our teaching of SRE is applicable to all sexual orientations and will include teaching aspects of sex and sexual health. We will help pupils to be understanding and tolerant of differences and similarities between people that arise from a number of factors, including cultural, ethnic,

racial and religious diversity, family type, gender and disability. SRE seeks to enable young people to feel positive about themselves, to manage relationships and access the infrastructure of support available via teachers and other appropriate adults.

#### **4.0 Aims**

We teach children about:

- the physical development of their bodies as they grow into adults;
- the way humans reproduce;
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- the importance of family life;
- moral questions;
- relationship issues;
- respect for the views of other people;
- sexual abuse, and what they should do if they are worried about any sexual matters.

We teach SRE on the understanding that:

- it is taught in the context of caring relationships, including marriage and family life;
- it is part of a wider process of social, personal, spiritual and moral education;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect.

#### **5.0 Organisation**

We use the Jigsaw scheme of work to teach SRE. This comprehensive scheme of work has lesson plans and teaching materials for Reception to Year 6. It builds on learning from previous years and revisits topics each year to cover them in greater depth. It includes topics such as keeping clean, families, gender differences, personal space, puberty, relationships and many other topics. This scheme of work has been awarded a quality mark from the PSHE Association.

5.1 We teach about SRE through different aspects of the curriculum. While we carry out the main SRE in PSHE, we also teach some SRE through science which we believe contributes significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing. (Appendix one details the curriculum map)

5.2 In PSHE, we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body, and how these work, and we explain to the children what will happen to their bodies during puberty. For example, we teach the children that boys' voices will change during puberty, and we explain menstruation to both boys and girls. We encourage the children to ask for help if they need it.

5.3 In science lessons, in both Key Stages 1 and 2, teachers inform children about puberty and how a baby is born. For this aspect of our teaching, we follow the guidance material in the national curriculum for science. In Key Stage 1, we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the

body. Children learn to appreciate the fact that people are not all the same, and that we need to respect each other. In Key Stage 2, we teach about life processes, and the main stages of the human life cycle, in greater depth.

5.4 Our school behaviour policy also takes account how we treat others such as asking permission and saying no. For example, we teach children from Reception that if they would like a cuddle, they have to ask first and respect someone's answer is it's a no. This teaches children the basic rules of consent.

5.5 In EYFS and Key Stage 1 SRE will be taught in whole class groups and in Key Stage 2 SRE will be taught by gender as we recognise that the pupils may feel more open to explore their feelings and be more open within the same gender group. The same lesson content will be taught to both the boys and girls.

5.6 In Year 6, we will place a particular emphasis on health education, as many children experience puberty at this age. We will liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we will ensure that both boys and girls know how babies are born, how children's bodies change during puberty, what menstruation is, and how it affects women. We will always teach this with due regard for the emotional development of the children.

5.7 We arrange a meeting for all parents and carers of children in all year groups to discuss this particular programme of lessons, to explain what the issues are, and how they are taught, and to see the materials the school uses in its teaching.

## **6.0 The Role of Parents and Carers**

6.1 Kilburn Grange School is well aware that the primary role in children's SRE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents and carers of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we:

- inform parents and carers about the school's SRE policy and practice;
- answer any questions that parents or carers may have about the SRE of their child;
- take seriously any issue that parents or carers raise with teachers or governors about this policy, or about the arrangements for SRE in the school;
- encourage parents and carers to be involved in reviewing the policy, and making modifications to it as necessary;
- inform parents and carers about the best practice known with regard to SRE, so that the teaching in our school supports the key messages that parents and carers give to children at home.

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

6.2 Parents and carers have the right to withdraw their child from all or part of the SRE programme that we teach at Kilburn Grange School. If a parent wishes their child to be withdrawn from SRE lessons, they should arrange a meeting to discuss this with a member of the Senior Leadership Team, and make it clear which aspects of the programme they do not wish their child to participate in. We will always comply with the wishes of parents/carers in this regard. Parents are not able to withdraw their child from the science curriculum aspects of SRE. Any pupils who are withdrawn from SRE are still expected to attend school and will carry out learning in another class. Any absences due to being withdrawn from SRE will be recorded as unauthorised.

### **7.0 The Role of Other Members of the Community**

At Kilburn Grange School, 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. In particular, members of the Local Health Authority, such as the school nurse and other health professionals who will provide valuable support with our SRE programme.

### **8.0 Confidentiality**

Teachers conduct SRE lessons in a sensitive manner, and in confidence. However, if a child makes a 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 that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the Designated Safeguarding Lead about their concerns (please refer to the Safeguarding Policy).

### **9.0 The Role of the Headteacher**

9.1 It is the responsibility of the Headteacher to ensure that both staff and parents/carers are informed about our SRE policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach SRE effectively, and handle any difficult issues with sensitivity.

9.2 The Headteacher liaises with external agencies regarding the school SRE programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.

9.3 The Headteacher monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

### **10.0 Monitoring and Evaluation**

The Headteacher will review this policy statement every two years and update it in consultation with key staff and the parent's forum in line with current best practice as s/he considers necessary.

## Appendix 1

Relationships and Sex Education (RSE) Curriculum Overview		
Year Group	PSHE (as part of the Jigsaw Scheme)	Science
Reception	<i>Changing Me unit:</i> Growing up and how we have changed since we were babies	Science is covered through Understanding the World area of learning in the EYFS Framework. Children learn about similarities and differences in relation to living things. They also make observations of animals and explain why some things occur, and talk about changes.
Year 1	<i>Changing Me unit:</i> Boys' and girls' bodies; body parts	<i>Animals, including humans:</i> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. 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	<i>Changing Me unit:</i> Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is)	<i>Animals, including humans:</i> Notice that animals, including humans, have offspring which grow into adults.
Year 3	<i>Changing Me unit:</i> How babies grow and how boys' and girls' bodies change as they grow older	<i>Plants:</i> Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <i>Animals, including humans:</i> Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
Year 4	<i>Changing Me unit:</i> Internal and external reproductive body parts, body changes in girls and menstruation	<i>Living things and their habitats:</i> Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. <i>Animals, including humans:</i> Describe the simple functions of the basic parts of the digestive system in humans.
Year 5	<i>Changing Me unit:</i> Puberty for boys and girls, and conception	<i>Living things and their habitats:</i> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. <i>Animals, including humans:</i> Describe the changes as humans develop to old age.
Year 6	<i>Changing Me unit:</i> Puberty for boys and girls and understanding conception to birth of a baby	<i>Living things and their habitats:</i> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics. <i>Animals, including humans:</i> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. <i>Evolution and inheritance:</i> Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Relationships education is taught throughout the Jigsaw scheme of work. The Jigsaw scheme of work also covers health education in the 'Healthy Me' unit. See the overview for each unit and year group for more detailed coverage. A broad range of physical activities and competitive sport is taught as part of the P.E. curriculum. Online safety is also explicitly taught and covered during computing lessons in addition to the Jigsaw PSHE scheme of work.