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Rationale:

Effective relationship and sex education is essential if young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted within the framework for PSHE and the National Curriculum. The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development.

Overall Aim

As a school we aim to prepare the children to cope with the physical and emotional challenges of growing up, and to give them an elementary understanding of human reproduction. In this school, sex and relationships education will contribute to the requirements of the Education Reform Act 1988, i.e. " Promote spiritual, moral, cultural, mental and physical development of pupils within the school and society.". It is the policy of the Governing Body of Bridlewood Primary School that when matters of a sexual nature need to be discussed, these are done in a natural and open manner with appropriate discretion. Parents will be approached first if a matter of a particularly delicate nature will be discussed, (unless this course of action would be detrimental to the welfare of the pupil concerned-in this instance child protection procedures will be followed). Pupils' questions will be answered

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sensitively with due consideration being given to any particular religious or cultural factors and in relation to the children's age and level of maturity.

The Statutory Provisions

The government believes that all pupils should be offered the opportunity of receiving a comprehensive, well-planned programme of sex education during their time at school. The school's Governing Body has overall responsibility and they must have an up to date, written policy which must be available to parents.

Roles and Responsibilities:

- *Governors* - As mentioned above plus continued involvement through policy evaluation.
- *Headteacher* - Is responsible for the implementation of the policy and liaising with the governing body, LA, parents and other appropriate agencies.
- *Personal, Social, Health Education and Citizenship Co-Ordinator* - The coordinator, together with the headteacher, has a general responsibility for supporting other members of staff in the implementation of this policy and will also disseminate information and provide INSET relating to RSE.

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- Parents and Carers - The school recognises that the parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and therefore have more responsibility in preparing them for challenges and responsibilities which sexual maturity brings. Parents are encouraged to support the school's RSE and have access to this policy.


- All Staff - RSE is a whole school issue. All staff both teaching and non-teaching should be aware of this policy and how it relates to them. What is Sex and Relationships Education? The purpose of RSE is to provide knowledge about loving relationships, the nature of sexuality and the process of human reproduction. Alongside this, it should lead to the acquisition of understanding and attitudes which prepare pupils to view their relationships in a responsible and healthy manner. The RSE programme will benefit children, school and society.

RSE has three main elements:

Attitudes and values:

- learning the importance of values and individual conscience and moral considerations;


- learning the values of family life, marriage and stable and loving relationships for the nurture of children;

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- Learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision making.

Personal and social skills:

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict; and
- learning to recognise and avoid exploitation and abuse.

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Knowledge and understanding:

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships.

Where, When and How?

RSE can be found within the PSHE scheme Jigsaw and the scheme of work is attached to this policy as Appendix 1.

Most of the time, RSE will be delivered within the weekly whole class lesson of PSHE, in the children's own classroom by their teacher. Occasionally an individual child may ask an explicit or difficult question within the classroom. This may be answered individually later. Teachers must use their own skills and discretion in these situations and /or seek support and advice from the PSHE coordinator. RSE should be fully integrated in the school's curriculum and not be isolated and taken out of context or over emphasised.

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Parental Right of Withdrawal


Parents have the right to withdraw their children from all / parts of the RSE programme provided at school except for those parts included in the statutory National Science curriculum.

Specific Issues

- *Safe Guarding*

Children have the right to expect schools to provide a safe and secure environment. Teachers need to be aware that the children may bring fears or worries into the classroom that affect RSE and need to develop an understanding of what is and is not acceptable in a relationship. This may lead to a disclosure of a child protection issue.

If a member of staff, (teaching or non-teaching), suspects there to be C.P. issues involving a child or is faced with a disclosure then s/he has a duty to pass this information on to the designated C.P. member of staff, and use the procedures set out in the schools C.P. policy. Staff need to make pupils aware they can not legally give complete confidentiality. This can be tackled by revisiting the ground rules at the beginning of each session. The named person at Bridlewood Primary School is Ms Garton, Head Teacher.

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Appendix 1

SRE in the JIGSAW PSHE scheme		
F5	Growing Up	How we have changed since we were babies
Y1	My changing body	Understanding that growing and changing is natural and happens to everybody at different rates
	Boys' and girls' bodies	Appreciating the parts of the body that make us different and using the correct names for them
Y2	The changing me	Where am I on the journey from young to old, and what changes can I be proud of?
	Boys and girls	Differences between boys and girls – how do we feel about them? Which parts of me are private?
Y3	Outside body changes	How our bodies need to change so they can make babies when we grow up – outside changes and how we feel about them
	Inside body changes	How our bodies need to change so they can make babies when we grow up – inside changes and how we feel about them

SRE in the JIGSAW PSHE scheme		
Y4	Having a baby	The choice to have a baby, the parts of men and women that make babies and – in simple terms – how this happens
	Girls and puberty	How a girl's body changes so that she can have a baby when she's an adult – including menstruation
Y5	Puberty for girls	Physical changes and feelings about them – importance of looking after yourself
	Puberty for boys and girls	Developing understanding of changes for both sexes – reassurance and exploring feelings
	Conception	Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life
Y6	Puberty	Consolidating understanding of physical and emotional changes and how they affect us
	Girl talk / boy talk	A chance to ask questions and reflect (single sex)
	Conception to birth	The story of pregnancy and birth