Primary Sex & Relationships Education (SRE) Policy & Programme

Definition of SRE:
The Sex Education Forum defines SRE as ‘learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health’.

Aims of the TBS SRE Policy:
- To set clear guidelines for parents & staff about the SRE education at The British School Kathmandu.
- To ensure health professionals, visiting speakers and so on, understand the aims, objectives and values the school’s SRE promotes, agreed teaching methodologies and boundaries for their work with young people.

Aims of SRE:
- Promote pupils' spiritual, moral, social and cultural development.
- Prepare pupils for the opportunities, responsibilities and experiences of later life.
- Develop pupils’ knowledge, skills and understanding of the nature and diversity of relationships and sexuality.
- Help pupils develop a positive self-image and self-esteem; understanding the changes that occur to male and female bodies.
- Help pupils respect and care for themselves and others.
- Help pupils gain access to information and support.
- Help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives.
- Enable pupils to make informed decisions to develop healthy relationships and protect themselves against harmful and exploitative situations.
- To safeguard and promote the best interests of the children.

Rationale:
The English National Curriculum states that ‘all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice’. Our children are exposed to sexual references in various situations from pop songs to advertisements on television, whether we talk to them about it or not. This can often be confusing, frightening and lead to children making inaccurate assumptions. SRE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being. Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

Primary School Approach to SRE:
SRE starts in the Primary School at TBS so that children learn about their bodies, can recognise if other people make them feel uncomfortable or unsafe and can report abuse and get help. Some children start puberty before they leave primary school so it is important that all pupils know what to expect before it happens. SRE in every year of primary school helps pupils to learn progressively as they mature and revisit the subject on a regular basis, to reinforce learning and provide opportunities to ask further questions.
Primary teaching of SRE will:

- Differentiate teaching and resources as appropriate to address the varying needs of children (e.g. those with learning disabilities) in order for them to have full access to the content.
- Use correct terminology throughout (e.g. for parts of the body) and develop awareness about appropriate use of slang/nicknames in differing contexts.
- Deliver elements of our SRE programme through IPC units, the school nurse and external providers.
- Use schemes of work based on PSHE Association: Teaching SRE with Confidence in Primary Schools (The Christopher Winter Project).

Content:

Early Years linking to IPC topic ‘Plants and Animals’:
At this age children are interested in the differences between boys and girls, naming body parts, where babies come from, and friends and family. What areas of the body are private and should not be touched and who they can talk to if they are worried are also important.

- To consider the routines and patterns of a typical day.
- To understand why hygiene is important.
- To recognise that all families are different.
- To know the difference between good touch and bad touch; to be able to say ‘no’ if I don’t want someone to touch me.

Key Stage 1
Year 1 linking to IPC topic ‘Flowers and Insects’:
- To understand some basic hygiene principles.
- To introduce the concept of growing and changing.
- To explore some of the differences between males and females and to understand how this is part of the life cycle.
- To discuss private parts and why they are given that name.
- To enable children to reflect on their development from babies.
- To introduce children to life cycles.
- To explore different types of families and who to ask for help.

Year 2 linking to IPC topic ‘Live and Let Live’:
- To introduce the concept between male and female gender stereotypes.
- To identify difference between males and females, including physical features.
- To show that some changes are social, that we become more independent and able to think about others as well as ourselves.
- To focus on sexual difference and name body parts and why they are given that name.
- To explain that a baby develops inside its mother’s womb and that both the male and female sex parts are needed to make a baby.
- To look at identity and self-esteem and reinforce the belief that we are all special.
- To know the difference between good touch and bad touch; to be able to say ‘no’ if I don’t want someone to touch me.
- To know what to do and who to go to for help, if I need to know something or am worried about something.

Year 3 and 4
At this age children are interested in the changing nature of friendships, the emotional and physical changes of growing up, similarities and differences between boys and girls, coping with strong emotions and how babies are made from eggs and sperm. How to look after our bodies and how to be safe and healthy are also important.

Year 3 (Discrete lessons):
- To explore the differences between males and females and to name the body parts.
- To discuss private parts and why they are given that name.
- To consider touch and to know that a person has a right to say what they like and dislike.
- To understand the difference between good and bad secrets.
- To explore different types of families and who to ask for help.
- To know about personal hygiene.

**Year 4 linking to IPC topic ‘How Humans Work’:**
- To explore the human lifecycle.
- To identify some basic facts about puberty.
- To consider touch and to know that a person has a right to say what they like and dislike.
- To understand the difference between good and bad secrets.
- To know about personal hygiene.

**Year 5 and 6**  
*At this age children are interested in knowing about love and the different kinds of families, they will be curious about puberty and sexual feelings and changing body image. They will want more details about conception, how babies develop and are born and why families are important for having babies. They will also want to know who they can talk to if they want help or advice and information about puberty and sex.*

**Year 5 (Discrete lessons)**  
*Teaching SRE with Confidence:*  
- To explore the emotional and physical changes occurring in puberty.
- To understand male and female puberty changes in more detail.
- To explore the impact of puberty on the body and the importance of physical hygiene.
- To consider touch and to know that a person has a right to say what they like and dislike.
- To introduce children to the physical and emotional changes that occur during puberty.
- To consider some of the changes over which we have no control and the choices we can make concerning those over which we do have control.
- To explore how puberty is linked to reproduction.

**Living and Growing Programme 5**  
*Girl Talk*  
- To consider the physical and emotional changes that take place as girls go through puberty.
- To address the concerns and worries of young women.
- To make boys more aware of the changes that occur as girls become young women.

**Living and Growing Programme 6**  
*Boy Talk*  
- To consider the physical and emotional changes that take place as boys go through puberty.
- To address the concerns and worries of young men.
- To make girls more aware of the changes that occur as boys become young men.

**Year 6 Links to IPC unit ‘Being Human’**  
*Teaching SRE with Confidence:*  
- To consider puberty and reproduction.
- To consider physical and emotional behaviour in relationships.
- To explore the process of conception and pregnancy.
• To explore positive and negative communicating in a relationship.

Living and Growing Programme 7
How Babies are Made
• To explain how babies are made.
• To explore the idea of relationships, including friendships, parent-child and family relationships and adult sexual relationships.
• Express boundaries and wishes to avoid unsafe and unwanted sexual experience.
• Influence of peer pressure, media, pornography, culture, religion, gender, laws and socioeconomic status on sexual decisions, partnerships and behaviour.

Living and Growing Programme 8
How Babies are Born
• To explain how a baby develops in the womb during pregnancy and how babies are born.
• To consider the needs of babies before and after birth.
• To enable children to reflect on roles and relationships in the family.

Parent Consultation
The British government guidance on SRE (DfEE 2000) emphasises the importance of schools working in partnership with parents. This policy will be accessible to parents and information on the aspects and timings of the sex and relationship education programme taught, will be shared. Parents will be informed about their right to withdraw their children (until the age of 19) from any school SRE taught outside National Curriculum Science (Education Act 1996). If parents decide to withdraw their children from SRE, they will be encouraged to provide SRE at home. In such cases, we will offer to parents the materials used with pupils in school if they wish to use them at home.

Inclusion
All pupils are entitled to receive sex and relationship education regardless of ability, gender, race, religious belief or grouping. It is our intention that all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development, with differentiated provision if required. Objective discussion of the diversity of personal, social and sexual preference in relationships will take place in SRE and prejudiced views will be challenged in order to encourage tolerance. Any bullying around sexual behaviour or perceived sexual orientation arising from this prejudice will be dealt with as a serious matter.

Visitors
Visitors enhance, but do not replace our teacher-led programme. Teachers will always be present during visitors’ sessions. We select visitors very carefully in line with our values framework and school ethos and ensure that their input is evidence based, accurate and not misleading. Visitors will be made aware of this policy so that any messages they give match the aims of SRE at TBS.

Difficult Questions/Sensitive Issues
Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique. The classroom cannot be deemed to be a confidential environment and young people should be made aware of this when ground rules are being established at the beginning of the sessions. Teachers will endeavour to answer 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. This may involve referring the child back to their parent/carer or the school nurse for an answer or seeking advice from the PSHE coordinator or senior pastoral lead.
The school upholds positive beliefs about diversity and wants to ensure pupils are not bullied or discriminated against. Also young people need to know that they will come into contact with a diverse group of people in their lives through work, leisure, family and friends.

Young people, whatever their developing sexuality, need to feel that SRE is relevant to them, and sensitive to their needs. Teachers should be able to deal honestly and sensitively with sexual orientation. Teachers can be assured that they can discuss this subject within the classroom. Government guidance is clear that teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

There will be no direct promotion of sexual orientation.

Homophobia should be challenged wherever and whenever it arises in schools. Homophobic bullying should be dealt with as unacceptable like other forms of bullying such as racial or because of a pupil’s appearance because of the emotional distress and harm caused.

**Confidentiality/Safeguarding**
Teachers need to be aware that effective Sex and Relationships Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Any disclosures or concerns that arise from SRE lessons will be dealt with in line with the school’s Safeguarding Policy.

**Monitoring and evaluation of SRE**
The Primary PSHE co-ordinator collects evidence for the monitoring and evaluation of the SRE programme by means of lesson observations, monitoring lesson plans and gathering feedback from teachers and pupils. Feedback is obtained from group discussions with teachers and pupils. Parents’ views are invited at parents’ evenings.

**June 2019**