

## Bradford Grammar Junior School

### Sex and Relationships Education (SRE) Policy

This policy applies to the Junior School.

Reviewed 20 September 2017.

#### 1. Introduction

1.1 Bradford Grammar School (the School) understands its obligation to provide effective and up-to-date SRE for its pupils, in accordance with the Department for Education SRE Guidance (July 2000), the Education Act 1996 (sections 403 and 405), the Education Act (2002) and the House of Commons briefing paper SRE in Schools (no. 0613, December 2015).

The School recognises that SRE plays a vital part in meeting its safeguarding obligations. This policy aims to define SRE and describe how it is provided and who is responsible for providing it. It includes information about parents' right to withdraw their son/daughter from SRE. It will be reviewed regularly.

#### 2. Definition and context

2.1 "SRE is lifelong learning about physical, moral and emotional 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." (Sex and Relationships Education Guidance, DfE 0116/2000).

2.2 It has three main elements:

##### Knowledge and understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human emotions and relationships.

##### Attitudes and values

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, marriage and stable and loving relationships for the nurturing of children.
- 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 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.
- Learning how to recognise and avoid exploitation and abuse.

### 3. Aims

3.1 SRE aims to help students to understand the facts about sex and sexuality, to develop self-esteem, respect for others and to build self-confidence in decision making. The development of their self-esteem is central; young people who feel positive about themselves are more likely to develop happy and caring relationships.

3.2 SRE provision at Bradford Grammar Junior School aims to:

- Provide students with accurate and up-to-date information about SRE topics.
- Develop their confidence in asking questions without embarrassment, communicating within discussion and reflecting on their feelings about SRE topics.
- Develop knowledge and understanding about puberty.
- Develop positive attitudes, strong moral values, self-respect and self-esteem.
- Develop an understanding of the importance of respect, trust and love in relationships.
- Encourage an understanding of the perspectives of different genders and sexualities.
- Challenge discrimination based on sexual orientation and gender and equip pupils to address sexist or homophobic bullying.
- Develop an awareness of the dangers of sexual exploitation on the internet.
- Seek information and advice when they need help.

3.3 The School aims to provide SRE which is inclusive and meets the needs of all students.

**Special Educational Needs and Disability (SEND):** Some students may have learning, emotional or behavioural difficulties or physical disabilities which result in particular SRE needs. Delivery of SRE will be differentiated where necessary to address the needs of these students, enable them to access the content of SRE and ensure inclusivity.

**Sexuality:** Some students may define themselves as LGBT (gay, lesbian, bisexual or transgender) or may have LGBT family members or friends. The School's approach to SRE will include sensitive, honest and balanced consideration of sexuality. Students will be encouraged to be understanding of others' sexual identity. Pastoral, medical and counselling support will always take account of the needs of LGBT students.

**Cultural background:** The School recognises that students from some minority ethnic or religious backgrounds cannot rely on their parents to talk to them about sex and relationships, and therefore rely upon school as their main (or only) source of sex education. The School will strive to deliver SRE in a culturally appropriate and sensitive way.

### 4. Working with parents

4.1 Parents will be notified when students are due to receive their formal sex education lessons. They will be offered the opportunity to discuss the lessons with the Deputy Head Pastoral, and they will be given the option to withdraw their children if they wish to do so, on religious or moral grounds. Parental objections will be treated with sympathy and respect, and the school will work with parents in order to overcome any specific difficulties. Any parent who decides to withdraw their child from a sex education lesson should inform Deputy Head (Pastoral) of their decision in writing.

## 5. Content

5.1 SRE is primarily delivered through the Personal Social Health Education (PSHE) programme, taught by specialist teachers, form teachers, the School Nurses and occasional visiting speakers. The school recognises the importance of the SRE curriculum responding to the needs of the pupils and therefore ongoing review and development of the SRE curriculum is undertaken by the Deputy Head (Pastoral). From September 2017, the SRE curriculum is to undergo a full review. Proposed changes will be communicated to parents before new content is delivered to the pupils.

5.2 The table below outlines the topics covered in our SRE programme.

	<b>Title</b>	<b>Content</b>
<b>Years 5 &amp; 6</b>	Starting your periods <i>(girls only)</i>	Practical advice and reassurance about starting menstruation
<b>Year 6</b>	Puberty <i>(a talk from the School Nurses)</i>	What puberty involves for boys and for girls

5.3 All teachers delivering aspects of the SRE programme are supported in doing so by the Deputy Head (Pastoral), who is responsible for developing and resourcing the core aspects of this curriculum, and the School Nurses. The Deputy Head (Pastoral), is responsible for ensuring the delivery of the curriculum as outlined above, ensuring that relevant topics are included in the schemes of work and ensuring that appropriate and relevant issues relating to on-line safety are included.