



Bellevue Place

EDUCATION TRUST

BPET Sex and Relationship Education

To read in conjunction with our PSHE school policy.

Signed:	
Chair of Local Advisory Board:	Paul Domjan
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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.

1.0 Rationale

BPET understands that there is a statutory requirement for us to have in place for each school a Sex and Relationships Policy and this document fulfils that requirement.

BPET believes that effective Sex and Relationships Education (SRE) is essential if our pupils are to make responsible and well informed decisions about how they conduct their lives. It contributes to promoting the spiritual, moral, social, cultural, emotional, mental and physical development, preparing pupils for the opportunities, responsibilities and experiences of adult life.

We believe SRE should not be delivered in isolation, but be firmly rooted in our Personal, Social and Health Education programme, supplemented by science and other subjects within our taught curriculum.

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.

2.0 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 sex and relationship education 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.

3.0 Aims

We will provide our pupils with an age appropriate SRE programme that is tailored to their physical and emotional maturity. In doing this, we acknowledge the value of contributing to a spiral curriculum. It should enable them to make positive choices about their sexual and emotional health in the future.

To delivery PSHE lessons, Whitehall Park School will be using the whole-school Jigsaw approach which covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six units and these are taught across the school; the learning deepens and broadens every year.

Term	Unit	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

We will also achieve this aim by having three main elements to our programme as outlined in 'Sex and Relationship Guidance' previously published by the Department:

Attitudes and Values

- learning to care about other people and being sensitive towards their needs and views
- learning the importance of values, and individual conscience and moral considerations
- accepting the differences between people and learning not to exploit them
- learning the value of family life, marriage, and the importance of stable, loving and caring relationships for the nurture of children
- learning the importance and responsibilities of the family unit for all its members

- learning to respect oneself and others and being honest, loyal and trustworthy in relationships
- learning to take responsibility for one's actions in all situations
- exploring, considering and understanding moral dilemmas; and 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
- learning how to make well informed and responsible decisions about their lives and developing an appreciation of the consequences of the choices made
- managing conflict
- learning how to recognise and avoid exploitation and abuse

Knowledge and Understanding

- learning and understanding physical development at appropriate stages
- Understanding human sexuality, reproduction, aspects of sexual health, emotions and relationships

We believe that SRE will be achieved by providing an environment and atmosphere where pupils feel safe, relaxed, not intimidated, but focussed; and where they have confidence and trust in the knowledge, ability and skills of their teachers.

4.0 Parents and Carers

Each school is committed to working in close partnership with parents and carers who are the key people in teaching their children about sex and relationships. Interested parents/carers will be invited to discuss the SRE programme and to view the teaching materials and resources that will be used.

A parent or carer who is concerned about any element of this policy, or is unhappy about their child's participation, can and should discuss their feelings with the Head. Parents have the right to withdraw their children from all or part of those aspects of the SRE programme. If requested, alternative arrangements will be made for individual pupils, but it is hoped that this will not be necessary. If required, parents will consult with the Head to discuss appropriate arrangements.

5.0 Management of SRE

The organisation of SRE is no different from other curriculum areas. It is delivered through planned programmes within PSHE and science plus specific age related sessions. Occasionally, issues about SRE may arise spontaneously in other lessons (e.g. while studying English Literature) where it is not the main focus of the lesson.

Normally, male and female pupils will be taught together. However, when deemed appropriate, there may be occasions when pupils are taught in separate gender groups.

The intention is for all our pupils to achieve the age-related learning outcomes recommended by Ofsted in their report entitled 'Sex and Relationships'.

Visitors may be invited to deliver aspects of the SRE programme, where this happens we will ensure that all safeguarding requirements are met. Visitors will be used to support not supplant, the role of the teacher and they will always be accompanied in the lesson by a teacher. Visitors will always be fully briefed on their contribution to the programme and will be given a copy of the current policy beforehand.

6.0 FAQs

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

The DfE Guidance 2019 recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

How will we deal with difficult questions?

We have a variety of strategies for dealing with difficult questions. For example:

- if a question is too explicit or is inappropriate, the teacher will attend to it later, on an individual basis and a decision will be taken whether or not to inform the child's parents/carers
- if a child makes a disclosure that causes the teacher concern then they must follow child protection procedures set out in the relevant policy.

Is puberty covered by SRE?

Boys and girls need to be prepared for puberty before they reach this developmental stage. At BPET schools we teach about puberty and the need for extra care with personal hygiene mainly in whole class groups but opportunities are provided for single gender lessons.

How do we educate pupils about menstruation?

Our programme will include preparation for menstruation. Basic information about the process of menstruation will be given to both boys and girls. We will make appropriate and sensitive arrangements for the changing and disposal of sanitary wear for pupils that require it (e.g. requests for sanitary protection will be dealt with sensitively in the relevant school office).

How is contraception dealt with in SRE?

Pupils will be given basic, appropriate facts about condoms, the contraceptive pill and related contraceptive choices.

7.0 Review

This policy will be reviewed every two years.

8.0 Approval by the Local Advisory Board

This policy has been formally approved and adopted by the Local Advisory Board