



Policy on Sex and Relationship Education (SRE)

| Document Information | | | |
|--------------------------------------------|------------------|-------------------------------------------------------------------------------------|------------------|
| Policy Number: | POL-C-001 | Created by: | SRE Teacher |
| Reviewed by: | Curriculum Cttee | Responsibility: | Curriculum Cttee |
| Last Review: | January 2016 | Next Review: | January 2019 |
| Review Cycle: | Triennial | Ratified by FGB: | N/A |
| Signature (Chair of Curriculum Committee): | |  | |

1. Introduction

"All schools must have an up to date SRE policy which is published to parents and made available for inspection by interested parties. The policy must:

- Define sex and relationship education;
- Describe how sex and relationship education is provided and who is responsible for providing it;
- Say how sex and relationship education is monitored and evaluated;
- Include information about parents' right to withdrawal and
- Be reviewed regularly"

Sex and Relationship Education Guidance (DfEE 0116/2000)

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health. Research has demonstrated that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

2. Aims and Objectives for Sex and Relationship Education

The aim of SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour.

In addition, SRE will promote self-esteem and emotional health and well-being and help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

The objectives of SRE are:

- To provide the knowledge and information to which children are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so that they can lead fulfilling and enjoyable lives;
- To help pupils develop skills (language, decision making, exercising choice and assertiveness) and to make the most of their abilities;
- To foster the necessary confidence to allow children to develop as participating members of society and to value themselves and others;
- To help gain access to information and support;
- To develop skills for a healthier lifestyle;
- To develop and use the necessary communication and assertiveness skills to cope with the influences of their peers and the media;
- To respect and care for their bodies;
- To be prepared for puberty and ultimately, for adulthood.

3. The Legal Requirements for Teaching Sex and Relationships Education

All schools must teach the following elements of the National Curriculum for Science. Parents do not have the right to withdraw their child.

Key Stage 1

Year 1 Programme of Study

- 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 Programme of Study

Pupils should be taught to:

- Notice that animals, including humans, have offspring which grow into adults

Key Stage 2

Year 5 Programme of Study

Pupils should be taught to:

- 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
- Describe the changes as humans develop to old age

Year 6 Programme of Study

Pupils should be taught to:

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

4. Pupil Entitlement

Every child is entitled to receive SRE, regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs or looked after status.

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 provision differentiated as necessary.

Such a programme should follow the outline given below:

EYFS

Children learn about the concept of male and female and about young animals. In ongoing Personal Social Health Education (PSHE) work, they develop the skills required to form friendships and think about the nature of relationships with others.

Key Stage 1

Through work in Science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In PSHE work, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

They should know and understand the names of the main external parts of the body, including agreed names for sexual parts.

They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They consider the ways in which they are like and different to others and recognise that these similarities and differences must be addressed with sensitivity.

They also learn about personal safety and how to use simple rules for recognising safe and unsafe situations and resisting pressure when they feel uncomfortable or at risk.

Key Stage 2

In Science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction including the birth of a baby in Years 5 and 6. Children are taught about the physical, emotional and social changes at puberty, including the need to take care of personal hygiene.

In PSHE work, they continue to develop an understanding of relationships within a family, friends and the community and that there are different patterns of friendship. They develop the skills needed to form relationships, to respect other people's relationships and to respect other people's emotions and feelings. They consider how to make simple choices and exercise some basic techniques for resisting peer pressure.

SRE should focus on the development of skills and attitudes, not just the acquisition of knowledge.

5. The Organisation of Sex and Relationships Education

SRE is delivered through the Science, PSHE and SEAL programmes of study. It is taught by class teachers, learning support assistants and visiting professionals as appropriate.

A range of teaching methods which involve children's full participation are used to deliver SRE. These include use of video, discussion, circle time, looking at case studies, drama and role play.

SRE will usually be delivered in mixed gender groups. However, there may be occasions where single gender groups are more appropriate and relevant.

Resources to support teaching SRE include fiction, reference books, leaflets and video extracts.

SRE is monitored by the PSHE leader.

6. Specific Issues

Parental Consultation

The school includes information on SRE in the school prospectus and full details are available on request. The school informs parents when aspects of the SRE programme are taught and provides opportunities for parents to view the videos and resources being used.

Parents have the right to withdraw their children from those aspects of SRE which do not comprise statutory elements of the National Curriculum. However the school will work in partnership with parents to encourage them to recognise the importance of this aspect of their child's education.

Child Protection/Confidentiality

Staff involved in the delivery of SRE need to be aware that effective SRE, which brings an understanding of what is and is not acceptable in a relationship may lead to disclosure of a child protection issue. The designated Child Protection Officer must be informed should such a situation arise and disclosures will be dealt with in line with school and LEA procedures relating to child protection.

No member of staff can promise confidentiality if there are any concerns in these circumstances.

Dealing with Difficult Questions

Ground rules are essential to provide an agreed structure for tackling difficult or sensitive questions. The use of an anonymous question box can be used as a distancing technique in addressing such questions from pupils.

Staff will endeavour to answer questions as honestly as possible but if faced with a question that they do not feel that they can comfortably answer in full within the classroom, alternative provision will be made to address an individual child's needs.

Use of Visitors

Visitors should complement but never substitute or replace planned provision. It is the PSHE Co-ordinator and teacher's responsibility to plan the curriculum and lessons. When appropriate however, visitors such as the school nurse or other health professionals may be involved in the delivery of SRE, particularly in Key Stage 2.

Children With Special Needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the SRE curriculum.

Monitoring and Evaluation

Monitoring is the responsibility of the Head Teacher, Governor with responsibility for SRE and the PSHE coordinator.

The school will assess the effectiveness of the aims, content and method of delivery used in promoting children's learning by lesson observation, sampling planning, questionnaires to children and feedback from parents.

The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing changes to planning and delivery if required.