



Sex and Relationships Policy (SRE)

Date of policy: July 2017

Review Date: July 2018

FIRLE C of E PRIMARY SCHOOL SEX AND RELATIONSHIPS POLICY (SRE)

What is sex and relationships education?

It is a lifelong learning about physical, moral and emotional development. Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

Key SRE Criteria

Aims and Objectives

The aim of SRE is to develop in our pupils an understanding of the biological, emotional, social, moral and spiritual aspects of sex and relationships.

The context of the SRE should match the age and maturity of the pupils involved and at Foundation Stage, Key Stage 1 and 2 include:

Personal and Social Skills

- To learn how to identify and manage emotions confidently and sensitively
- To develop communication skills with peers, school and family
- To develop self-respect and empathy for others
- To learn how to assess risk and to develop strategies for keeping safe
- To understand the role of e safety
- To enable pupils to identify and seek help and support
- To develop an understanding of difference and an absence of prejudice
- To develop pupils' abilities to make informed decisions, involving trust and respect and to manage their relationships

Attitudes and Values

Promoting

- Developing an understanding of right and wrong
- Valuing and respecting ourselves and others
- Recognising safe and unsafe touches
- Valuing and respecting healthy personal relationships including those between friends, families and others
- Developing an understanding of the value of family life and an appreciation of the many different types of family
- Recognising the importance of making informed decisions that will in the future enable them to lead sexually healthy lives, keeping ourselves and others safe

Knowledge and Understanding

- Recognising and naming the main external parts of the body including agreed names for sexual parts
- Describing the reproductive system and childbirth
- Knowing the basic rules for keeping themselves safe and healthy
- Developing an understanding of the physical and emotional aspects of puberty
- Developing an understanding of behaviour that carries risks
- Providing opportunities for pupils to ask questions and clarify misinformation
- Knowing about human life processes such as conception, birth and puberty
- Learning that safe routines can stop the spread of viruses such as HIV and to know who can provide help and support

Moral and Values Framework

The SRE programme at Firle C of E Primary School reflects the school's Christian values and demonstrates and encourages the following:

Respect for self;

Respect for others;

Responsibility for their own actions;

Responsibility for their family, friends, schools and wider community

Equal Opportunities Statement

The school is committed to the provision of SRE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds.

This will be achieved by:

- generating a trusting, safe atmosphere where questions can be asked and answered openly and without embarrassment when appropriate.
- making SRE an integral part of our PSHE programme.
- using Circle Time and the setting of ground rules to foster trust, security and openness.
- providing information which is easily understood, relevant and appropriate to the age and maturity of the pupils.
- delivering the SRE programme by adults with whom the pupils are familiar with or in conjunction with trained health professionals.

We teach sex education through different aspects of the curriculum. We carry out the main SRE teaching through our PSHEe, Religious Education (RE) and Science curriculum. However, there are other areas of the curriculum that also contribute

significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing, for example PE.

SRE links with Science

National Curriculum Science 2014

Key Stage 1

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults.
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2

- Notice that animals, including humans, have offspring which grow into adults.
- 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.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

SRE Coverage

Foundation Stage

- To know similarities and differences in our bodies
- To know similarities and differences in animals
- To begin to understand about life-cycles and how young animals, including humans, grow and change
- Identify people who are important to me ie family relationships, immediate and extended
- Recognise what makes caring relationships and friendships
- Understand our feelings
- Understand when to say no and how to keep safe from dangers

Key stage 1

- That animals, including humans, feed, move, grow and use their senses and reproduce
- To recognise and compare the external parts of the bodies of humans
- That humans and animals can produce offspring and these grow into adults
- To recognise similarities and differences between themselves and others and treat others with sensitivity
- Identify and share their feelings with one another
- Recognise safe and unsafe situations and identify someone they are able to talk to and trust.

Key Stage 2

- Life processes including nutrition, growth and reproduction
- The main stages of the human life cycle, including the physical changes that take place at puberty, why they happen and how to manage them
- Learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs.
- Learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and wellbeing of others.

Delivery

SRE should not be delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social Health Education (PSHE) and citizenship. At Firle C of E Primary School the *main* content is delivered in PSHE lessons.

SRE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of SRE in school.

Dealing with questions

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. A 'Questions Box' could be used, so that children can 'post' their questions anonymously and if preferred they can do so outside of the SRE lesson.

- Use specific ground rules for this work which will clarify boundaries for children/young people
- If a teacher doesn't know the answer this should be acknowledged.
- Clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g. school nurse, teacher

Difficult questions:

1. 'Silly questions': children are testing boundaries and have no interest in the answer. In this case, teachers will not answer questions, and explain that they are inappropriate.
2. 'Concerning questions': these could possibly be indicative of safeguarding issues. In this case, teachers will follow the school safeguarding procedures.
3. 'Genuine but age-inappropriate questions': in this case, the child's question will be acknowledged, with a promise to return to it later. The class teacher will then consult with the child's parents, and discuss if they would like to answer the question themselves. If they want school to answer the question, it will be discussed with parents how much information they are happy for their child to have.

Specific Issues within SRE - Withdrawal

Parents/Carers have the right to withdraw their children from sex and relationships education provided at school except for those parts included in the statutory National Curriculum. Those parents/carers wishing to exercise this right are invited in to see the headteacher who will explore any concerns and discuss any impact that withdrawal may have on the child.

Child protection and confidentiality

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the headteacher/designated child protection person in line with the LA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

How will SRE be monitored and evaluated?

- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.
- Through teacher reflections and evaluations
- Information from staff, survey results and quantitative data will feed into the review of the SRE policy to ensure effectiveness and relevance
- The policy will be monitored by the PSHE coordinator, headteacher and the governors.
- The policy will be reviewed biannually unless there is new legislation or guidance from the government.

Related Documents

PSHE Policy, Anti Bullying Policy, Safeguarding Policy, National Curriculum

Updated from previous policy dated February 2014

Policy ratified by governors on 27.6.17