



## REEDLEY PRIMARY SCHOOL SRE POLICY & PRACTICE

### Introduction

*“Sex and Relationship Education (SRE), 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 demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.”*

*Sex and Relationship Education Guidance (DfEE 0116/2000)*

### Local and National Guidance

This policy is in line with guidance from the National Curriculum, DfEE 0116/2000 SRE guidance, Lancashire Education Authority, Social Exclusion Unit report on teenage pregnancy, Every Child Matters, Ofsted Sex and Relationships Report (2002) and National Healthy School Standard guidance DH/DfES (2006)

### Aims and Objectives for Sex and Relationship Education (SRE)

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. This should take place with consideration of the qualities of relationships within families.

The objectives of Sex and Relationship Education are;

- Provide the knowledge and information to which all pupils are entitled.
- Clarify/reinforce existing knowledge.
- Raise pupils' self-esteem and confidence, especially in their relationships with others.
- Help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives.
- Develop pupils' skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- Provide the confidence to be participating members of society and to value themselves and others.
  - Gain access to information and support.
- Develop skills for a healthier safer lifestyle.
- Develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.
- Respect and care for their bodies.
- Be prepared for puberty and adulthood.

## Scheme of work for Sex and Relationships

Children learn about SRE as part of their personal, social and health education. SRE is not isolated but is taught within the framework of caring relationships, families, friends, values and responsibility. A whole range of teaching approaches are used which will allow children to learn in a caring and sensitive way.

Teachers are sensitive to religious, cultural and family values and ensure that all children's backgrounds and experiences are recognised and valued. The scheme of work is progressive and the learning in each year group builds on previous learning.

Our framework for teaching SRE is set within the context of developing loving relationships, family and emotional well-being. It is taught through a whole range of means including circle time, discussions and a variety of class activities.

### RECEPTION

- The uniqueness of me, similarities between myself and others.
- Naming external parts of the body – *hands, feet, arms, legs, eyes, chin etc.*
- Caring for babies – *What do they need? Visit from new baby if possible.*

### YEAR 1

- The beginning of life – *animals, plants and me.*
- Growth in people, animals and plants.

### YEAR 2

- Naming body parts, *including use of the terms penis, vagina, and breasts.*
- Changes as we grow - *How have I changed from a baby to now? Physical changes and changing responsibility for self and others.*
- Ageing - *How do we know things are alive, dead, young or old?*

### YEAR 3

- How babies begin and are born. (*Does not include sexual intercourse.*)
- How babies of different animals grow inside or outside their mothers' bodies.
- How they have grown. *Baby, toddler and recent photos – comparisons.*
- How they will continue to grow in the future.

### YEAR 4

- Recap parts of the body including sex organs – *boy (penis) and girl (vagina, breasts).*
- The main stages of the human life cycle. (*Scientific vocabulary e.g. adolescent, adult*)
- Growing up – *recognising changing emotions, how feelings affect behaviour.*

### YEAR 5

- Emotional and physical changes in puberty – *erectations, periods, ejaculation, wet dreams, hormones, menstruation.*
- Understanding emotional and basic physical changes in puberty for the opposite sex.

### YEAR 6

- How a baby is conceived – *scientific facts of sexual intercourse, stressing the importance of an established, loving relationship.*
- The birth of a baby – *basic, scientific knowledge.*
- Revision of SRE as necessary and dealing with pupil questions – *Teachers will aim to answer questions as scientifically as possible. However, in situations where delicate questions do arise, the child will be advised to discuss these with parents. Parents will be informed by the teacher at the end of the school day.*

Please note:

- Correct vocabulary will be taught for body parts. Whilst it may be appropriate to use nicknames for body parts at home, in school it is essential to learn and use the correct, scientific terminology. This ensures universal understanding, clarity, respect and manners.
- In KS2 some classes will be delivered in single sex groups.
- Classes will establish a set of agreed ground rules to be followed during SRE sessions.

## **Specific Issues**

### *Parental consultation*

The school informs parents when aspects of the sex and relationship programme are taught and full details are available on request. We provide opportunities for parents to view the videos and resources being used. Parents have the right to withdraw their children from those aspects of sex and relationship education **not** included in the National Curriculum. However, this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education.

### *Child Protection / 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 Head Teacher /Designated Child Protection person in line with the LEA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

### *Dealing with difficult questions*

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. Teachers will aim to answer questions as scientifically as possible. However, in situations where delicate questions do arise, the child will be advised to discuss these with parents. Parents will be informed by the teacher at the end of the school day.

### *Use of visitors*

*"Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator's and teacher's responsibility to plan the curriculum and lessons."* Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11

When appropriate, visitors such as the school nurse may be involved in the delivery of sex and relationship education, particularly in Key Stage 2.

### *Equal Opportunities*

Teaching and resources will be differentiated as appropriate to address the needs of all children in order for them to have full access to the content of sex and relationship education.

- All children are provided with equal access to Growth and Changes (SRE) provision. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.
- Pupils will be given information about school and external agencies that they might be able to access for specialist help and support, for example the school nurse and Learning Mentor.

### *Monitoring and Evaluation*

The PSHE subject leader will monitor and evaluate the provision of SRE through:

- Planning
- Discussion/Surveys with teaching staff
- Staff meetings
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent SRE developments

### *The Governing Body*

Regular reports are made to the governors on the progress of 'Growth and Changes' (SRE) provision. This policy will be reviewed every three years or in the light of changes to legal requirements.

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