



Laughton Community Primary School Inspiring Learning for Life

Sex and Relationships Education (SRE) Policy

Definition

SRE is defined as learning about physical, moral and emotional development. It is about understanding the importance of family life, stable and loving relationships, respect, love and care. SRE is part of the Personal, Social and Health Economic education (PSHEe) curriculum in our school.

Introduction

Rationale

1.1

The following provides some of the research that supports the need for Sex and Relationship Education Policy (SRE) in our school:

- Young people state that their sex education is too little, too late and too biological.
- Although parents would like to talk to their children about sex and relationships, some lack confidence and want schools to help them. Young people may believe that their parents should be their main source of information about sexual matters. In practice they are more likely to turn to friends. This environment may provide inaccuracies, confusions and be unsupportive.
- The wide spread media coverage of subjects such as AIDS, sexual scandals and sexual abuse mean that even very young children are likely to have been exposed to information about sexual matters. Much of the information that young children acquire in this way is confusing or incorrect and sometimes frightening. Sensitive sex education at an early age has an important role in counteracting misinformation.
- Young people are becoming sexually active earlier than previous generations.
- The United Kingdom has the highest teenage pregnancy rate among 15-19 yr olds in Western Europe.
- SRE can make a positive contribution to children and young people's personal and social development and the development of positive self esteem.
- SRE education contributes to promoting the spiritual, moral, cultural, mental and physical development of young people and prepares them for the "opportunities, responsibilities and experiences of adult life", SRE guidance 2000 and Local Authority's (LA) Ofsted Briefing 2012 and Schools White Paper 2010.

1.2

We have developed our school's SRE policy with reference to the most recent national guidance and local curriculum guidance 2010 and LA SRE guidance 2003, meeting East Sussex targets in the Children and Young People's Plan.

The SRE Policy is underpinned by the ethos and values of our school and we uphold it as an entitlement for all our pupils. We recognise the need to work with parents and carers to ensure a shared understanding of SRE and to deliver an effective programme that meets the needs of our pupils.

While we use SRE to inform children about having respect for their bodies, relationships, and how their bodies grow and develop, we do this in a way that allows children to ask and explore questions, which are answered sensitively.

2 Key SRE Criteria

2.1 Aims and Objectives

- To promote a positive attitude to health and wellbeing and keeping safe.
- To developing an understanding of the value of family life and an appreciation of the many different types of family.
- To learn the value of respect, love and care.
- To learn to value and respect ourselves and others.
- To encourage our pupils to make informed decisions that will in the future enable them to lead sexually healthy lives.
- To develop in our pupils an understanding of the biological, emotional, social and 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:

2.2 .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.

2.3 Attitudes and Values

Promoting

- Developing and 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 pursuing a healthy lifestyle and 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.

3. Outline of the SRE Education Curriculum

3.1 SRE teaching programme is firmly rooted in our Schools PSHEe framework. In this way starting from the Early Years we ensure continuity and progression; a safe and supportive learning environment and teaching within the wider context of building self esteem, emotional well being, relationships and healthy lives.

The SRE programme is delivered through four core inter-related strands:

- Developing confidence and responsibility.
- Preparing pupils to play an active role as citizens.
- Developing a healthy, safe lifestyle.
- Developing good relationships and respecting the differences between people.

3.2 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.

In PSHEe we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work, and we explain what will happen to their bodies during puberty. For example in Key Stage 2 we teach that boys' voices will change during puberty and we explain that the girls will begin menstruation. We encourage the children to ask for help if they need it.

3.3 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

Boys and girls are taught together and sensitively encouraged to be supportive of each other when development changes occur. In years 5 and 6 children are also given the opportunity to discuss any issues in single sex groups, when specific input is provided for boys as appropriate.

We recognise that many parents may wish to follow up or discuss these sensitive issues discussed at school in their home environment. However in line with Government requirements, Parents /Carers are not able to withdraw their children from National Curriculum science

4. Planning

Curriculum planning for SRE is part of the whole school planning process and is informed by the National Curriculum for Science. The whole school will be using Local Guidance, which combines SEAL (social and emotional aspects of learning) and PSHEe materials.

The content of the SRE programme will be delivered in a variety of ways:

- Specific SRE Lessons
- Cross curricular links, when appropriate SRE will also be delivered in science RE and literacy
- Circle Time (Focused and structured group listening and discussion to promote personal and social development)

There will be other opportunities such as assemblies and specific curriculum weeks to cover the content or develop the skills involved in the SRE programme.

5. Curriculum

5.1 New Curriculum planning and delivery for SRE is part of the whole school planning process for PSHEe Education and Citizenship and is informed by the National Curriculum Science Requirements

The content of the SRE programme will be delivered in a variety of ways:

- Designated SRE curriculum times, which provides focused opportunities for raising specific issues in a safe and structured session.
- Cross-curricular links: when appropriate SRE, will also be delivered in Science, RE, Creative and Literacy sessions.
- Circle-time, planned to support the delivery of PSHEe, may also be used to cover some of the SRE programme.
- There may be other opportunities such as assemblies and specific curriculum weeks to cover the content or develop the skills involved in the SRE programme, but these one off events will always be part of the planned programme.

The curriculum content for SRE follows the East Sussex local guidance and scheme of work for PSHEe and the school scheme of work covers the following areas of knowledge and understanding:

Early Years

To know similarities and differences in our bodies

To know similarities and differences in animals

Identify people who love me in my Family – immediate and extended

Recognise what makes caring relationships and friendships

Understand our feelings

Understand when to say no and keep safe from dangers

Understand the term Loss

Years 1 and 2

To label body parts including naming penis and vagina

To begin to understand the concept of male and female

To know that there are body systems serving specific functions

To begin to understand the concept of 'family'

To begin to understand development from birth to 5 years

To begin to understand the different relationships experienced by the individual with family, friends and school

Years 3 and 4

To know the basics of human reproduction

To learn about the significant events in the human life cycle, e.g. birth, parenthood, marriage, death, bereavement

To develop further the understanding of relationships, friends and family – their changing nature

To know about the physical changes at puberty
To know who can help with concerns about relationships
To know more about parts of the body including the agreed names for sexual parts

Years 5 and 6

To begin to understand aspects of relationships with adults and peers
To begin to develop ways of managing personal emotions and coping with emotional responses of others
To begin to understand the emotional/physical developments that take place at puberty and the physical process of reproduction
To begin to develop an understanding of personal protection relating to sexual health
To review and develop the understanding of events in the human life cycle
To know personal safety and protection procedures as well as basic first aid
(Including menstruation, HIV/Aids, contraception)

Appropriate arrangements will be made for pupils who are withdrawn from SRE. For example, they will be able to participate in a lesson in another class.

5.2 Delivering the sex and relationship education curriculum

Teachers and staff will use a range of strategies to deliver SRE but will focus on active and experiential learning techniques. This will enable pupil participation and involvement in their learning and develop pupils' confidence in talking, listening and thinking about sexual health and relationships.

These techniques include:

- Establishing ground rules with pupils - as in all aspects of PSHEe a set of ground rules helps create a safe environment.
- Using 'distancing' techniques such as using the third person and stories rather than personal experience.
- Knowing how to deal with unexpected questions or comments from pupils.
- Encouraging reflection.

Pupils may ask questions or seek information about specific issues. It is school policy to address these questions and provide information in a straightforward age and maturity appropriate way. The school nurse may be used to support this process. In this way, pupils will be offered reassurance and will have misinformation corrected.

6. Resources

Appropriate resources are selected that are consistent with the school's policies.

7.1 Differentiation and Equalities

The national Equality Act 2010, requires schools to provide a nurturing environment to meet the specific needs of all pupils. In our school, PSHEe and SRE plays a significant role in promoting self esteem to raise attainment. We are committed to working towards equality of opportunity in all aspects of school life as described in our Equalities policy. We will make sure that our SRE programme is inclusive and we will consider the needs of vulnerable groups, such as looked after children, in the planning and delivery of our programme.

7.2 Special Educational Needs and learning difficulties

Our pupils have different abilities based on their emotional and physical development, life experiences, literacy levels and learning difficulties, but we will aim to ensure that all pupils are properly included in SRE. We will, for example use differentiated materials.

Some pupils with SEN may be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These pupils in particular will need to develop skills to reduce the risks of being exploited, and to learn what sorts of behaviour are, and are not, acceptable.

7.3 Religion and Ethnicity

In our school, we seek to recognise the diverse beliefs of our religious and minority ethnic communities and aim to value and celebrate cultural diversity. We will use a range of teaching materials and resources that reflect cultural diversity and encourage a sense of inclusiveness and acceptance of difference.

8. Recording and Assessment

Our PSHEe and SRE curriculum is based on effective planning with specific learning intentions that can be assessed and evidenced against LA guidance. In addition to the pupils' self-assessment, teachers will assess pupils through informal methods, such as observations and discussions with a particular focus; e.g. how well they listen to the views of others. Quizzes may be used before and after a unit of work to aid assessment.

As a school, we also undertake pupil voice and have a strong school council involvement to support monitoring and delivery.

9. Dealing with questions

Having a set of ground rules provides boundaries over what is appropriate and not appropriate and about how to respond to unexpected, embarrassing questions or comments from pupils in a whole-class situation. Ways of responding to questions will be included in staff training

10. Confidentiality

Our school is committed to acting in the best interest of all the individuals within the school community. Sex and relationship education should take place within a safe and supportive environment that facilitates relevant discussion. Confidentiality contributes to this and will be used as a ground rule for all SRE lessons. All staff and visitors involved in the delivery of SRE are also clear that they cannot offer or give unconditional confidentiality to children in the school. Staff are also aware of school child protection procedures, local and national guidance. Staff will reassure pupils that, if confidentiality has to be broken, they will be informed first and supported.

11. Parents / Carers

The school is well aware that the primary role in children's SRE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school's SRE policy and practice
- Give parents and carers the opportunity to view the SRE Policy, ask questions and be informed of their right to withdraw except from the National Curriculum Science aspects.
- Give parents the opportunity to discuss any concerns with the class teacher. Parents and carers are given the opportunity to view videos used in the SRE programme.
- Answer any questions that parents may have about the SRE for their child and take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school.

12. Training and Development Needs

We will provide appropriate training for all staff and governors whenever necessary to support our new curriculum and the policy will be revisited at least every 3 years.

13. Visitors

Whenever visitors are involved, teachers will ensure that they have discussed and shared the planning, form and content of the input they intend to provide. Visitors will only provide input alongside teaching staff; the teacher will always be present and be responsible for classroom management. When visitors are used to

support the delivery of SRE the planning tools from the LA guide *'Effective use of visitors contributing to the PSHEe and citizenship curriculum; Good practice guidelines for primary schools'* will be used.

14. Co-ordination of SRE

SRE is co-ordinated by the PSHEe co-ordinator who is responsible for the overall planning, implementation and review of the programme. She monitors the planning of the curriculum, provides appropriate resources and offers guidance and support in the delivery and assessment of SRE. The PSHEe co-ordinator, in line with other curriculum leaders, will endeavour to keep up to date with materials and guidance for SRE. She may lead, organise or inform staff and the wider school community of training and current issues.

15. Monitoring and Evaluation of the SRE Curriculum

Teachers and pupils will evaluate the lessons linked to the learning intention to aid future planning. Monitoring takes place through liaison between the PSHEE Co-ordinator and class teachers. The implementation of this policy is the responsibility of all staff.

A statement about SRE appears in the school prospectus. The full policy is available to parents on the school website.

The PSHEe coordinator and governing body review our SRE policy, in line with our school monitoring policy, on a bi-annual basis. The governor assigned for monitoring produces a report of their findings and recommendations to the full governing body, as necessary, if the policy needs modification.

Monitoring and Review

This policy was reviewed and updated in line with current guidance in Term 1 2012/13 and will be reviewed in 2015. In the meantime, we anticipate further amendments following national guidance in 2012/2013.

This policy was reviewed in February 2015 and again in May 2016 as we now have one full governing body committee.

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