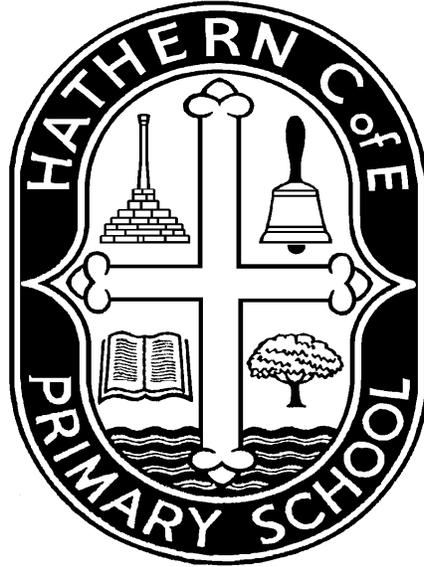


# Hathern Church of England Primary School



## **Sex and Relationships Education (SRE)**

At Hathern Church of England  
Primary School, we believe in  
'Learning and Caring Together'

## **Sex and Relationships Education Policy (SRE)**

*“All schools must have an up to date SRE policy which is made available for inspection and to parents.*

*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 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.

### **Moral and Values Framework**

Sex and relationship education will reflect the values of the PSHE and Citizenship programme.

SRE will be taught in the context of relationships, either directly alongside PSHE, within the Science Curriculum or as a ‘standalone’ unit.

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

### **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.

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

The objectives of Sex and Relationship Education are;

- To provide the knowledge and information to which all pupils 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 they can lead fulfilling and enjoyable lives;
- To help pupils’ develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others;

- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills 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 adulthood

## **The teaching programme for Sex and Relationship Education: Legal requirements**

All schools must teach the following as part of the National Curriculum Science Orders, parents do not have the right to withdraw their child/children.

### National Curriculum Science Key Stage 1

1. b) that animals including humans, move, feed, grow, and use their senses and reproduce.
2. a) to recognise and compare the main external parts of the bodies of humans  
2 f) that humans and animals can reproduce offspring and these grow into adults.
3. a) to recognise similarities and differences between themselves and others and treat others with sensitivity.

### Key Stage 2

1. a) that the life processes common to humans and other animals include nutrition, growth and reproduction.
2. f) about the main stages of the human life cycle.

- Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.
- It is our intention all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required.

Such a programme can successfully follow the outline given below:

### **Foundation**

Children learn about the concept of male and female and about young animals. In on-going PSHE work, they develop skills to form friendships and think about 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 RE and Citizenship 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 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 also learn about personal safety.

### **Key Stage 2**

In science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby.

Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene.

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

Sex and relationship education should focus on the development of skills and attitudes not just the acquisition of knowledge.

***This content has been agreed in consultation with governors, parents and teaching staff.***

### **The organisation of Sex and Relationship Education**

Michael Hoare (acting PSHE Manager) is the designated teacher with responsibility for coordinating SRE.

SRE is delivered through Science and PSHE, with aspects taught through the RE Curriculum.

SRE is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse.

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

SRE is usually delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant (Y6).

Resources to teach sex and relationship education include fiction, reference books, leaflets and extracts from videos.

e.g.

BBC Active, 'Birth, Care and Growth'

BBC Active, 'Growing Up'

### ***SRE in Hathern Church of England Primary School follows this pattern of working:***

FS: x 5 lessons, Summer (1) or (2)

Y1: x 5 lessons, (Summer (1) or (2)

These lessons are taught to the two year groups separately, either by the CT, but at different times (Class LSA to work with 'other' Year Group on 'other' work), or CT and LSA (concurrently); they are ***not to be merged*** into one FS/Y1 lesson.

Y2: x 5 lessons

Y3: No lessons planned

Y4: x 6 lessons, Summer (1) or (2)

These lessons are to be ***taught to Y4 only***; they are not to be taught as a mixed Y3/4 Unit. Whilst the teaching is being undertaken, the Y3 pupils will need to undertake 'other' work with the Class LSA.

Y5: No lessons planned (Drug and Alcohol Awareness Education – DAAE – to be taught to Y5)

Y6: x10 lessons, Summer (1) or (2)

These lessons are to be taught to y6 only; they are not to be taught as a mixed Y5/6 Unit. Whilst the teaching is being undertaken, the Y5 pupil will need to undertake 'other' work with the Class LSA (this may be DAAE IF the LSDA is comfortable/capable of delivering this teaching).

There are Schemes of Work 'overviews' in ***Appendix 1***

There are detailed lesson plans in ***Appendix 2***

There is a draft letter to Year 6 parents in ***Appendix 3***

### **Specific Issues**

#### **· Parental consultation**

The school includes information on SRE in the school prospectus and full details are available on request.

The school has consulted parents as to their views of the SRE Scheme of Work, and parents in Year 6 are invited each year to review materials used (specifically Year 6 due to the nature of the Y6 programme).

Parents have the right to withdraw their children from those aspects of SRE, not included in the National Curriculum Science Orders, and if so, alternative work would be set.

However this rarely happens, as by working in partnership with parents we find that the importance of this aspect of their child's education is clearly recognized and understood.

#### **· Child Protection / Confidentiality**

Teachers 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 staff member will inform the Head Teacher /Designated Senior Person (DSP) for Child Protection in line with the LA procedures for child protection.

***DSPs are Mr. Michael Hoare and Mrs. Liz Bristowe***

A member of staff cannot promise confidentiality if concerns exist.

#### **· Links with other policies**

This policy is linked with the following policies:

PSHE & Citizenship

Equal Opportunities and Inclusion

Child Protection

Confidentiality

Behaviour

Anti Bullying

Anti-Racist

### · **Dealing with difficult questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions.

At the beginning of the programme of work, the children in the class should develop a working agreement. It should be written in child friendly language and displayed in a prominent place. Rules should be referred to at the beginning of each lesson and will need to be reviewed and revised if and when necessary.

### **Example of a working agreement**

- **To be kind to one another**
- **Not to laugh at each other**
- **To listen to each other**
- **Not to interrupt when someone is speaking**
- **To respect other people's views**

No personal questions are answered – nor should they be asked  
Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs; this may be through consultation with colleagues or parents.

No teacher will ever speak to a pupil one-to-one regarding SRE unless a child initiates a disclosure.

### · **Use of visitors**

“Visitors should complement but never substitute or replace planned provision. It is the PSHE manager's and teacher's responsibility to plan the curriculum and lessons, although there may be liaison necessary with the Science manager). When appropriate, visitors such as the school nurse 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 content of SRE.

## **Monitoring and Evaluation**

SRE is monitored by the Science and the PSHE managers as part of scheduled Subject Manager Monitoring and Evaluation (M&E) practices.

As a result of this process changes will be made to the SRE scheme of work, as appropriate.

The governor in charge of SRE will be kept up-to-date with M&E outcomes and may be involved in gathering information ‘first hand’.

The SRE Policy will be reviewed as part of the school's Policy Review Schedule, or when requested by parents/staff/governors or when DFE/LA legislation require changes to be made.

The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents. Change will be implemented if required.

This policy document was placed on the parents and staff notice board for 2 weeks following approval by the full governing body.

SRE issues will be included in the induction programme for all new members of staff.