



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

## Purpose of the SRE Policy

An up to date SRE policy is the statutory responsibility of the governing body.

The purpose of the policy is to:

- Give clear guidance to staff and outside visitors about the content, organisation and approach to teaching SRE
- Give information to parents and carers about what is taught and when
- Give parents and carers information how they can support SRE
- Give a clear statement on what the school aims to achieve from SRE and why it is important for primary school pupils

## Development of the Policy

This policy was developed by the school governors in consultation with staff, parent governors and the wider community (school nurse and other health professionals/ the PSHE and Citizenship adviser at the LA).

## Definition of SRE

Sex and Relationship Education is not just about learning about **growing up, changes and reproduction**. It is also about enabling children to **make and maintain relationships** with others and to **feel good about themselves** and the **choices** they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes.

1. **Knowledge and Understanding** including; growing and changing, puberty, reproduction and pregnancy, similarities and differences between males and females, parts of the human body, gender stereotyping and discrimination, families, relationships, where to get help if needed
2. **Personal and Social Skills** including; talking and listening to others, managing emotions, making friends and managing friendships, forming and maintaining loving and caring relationships, developing self respect and empathy for others, respecting the differences between people
3. **Attitudes and Values** including; feeling positive about growing up, the importance of respect, care and love, the value of family life, the importance of stable and loving relationships , including marriage, for bringing up children

When developing our definition we took account of the definition suggested by the DfES Guidance 2000: "SRE is the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity."

## Why teach SRE at primary school?

- It prepares children for puberty and the changes that will take place.
- It helps develop positive attitudes, values and self-esteem and challenges negative attitudes and prejudices.
- It provides an opportunity to talk about feelings and relationships.
- It promotes the skills necessary for effective communication and loving, caring and happy relationships.
- It is a statutory part of the science curriculum covering the biological aspects of SRE.

## Aims for SRE

To enable children to:

- Develop the confidence to talk, listen and think about feelings and relationships
- Make and maintain friendships
- Understand the importance of respect, love and care in relationships
- Understand about different types of families
- Develop positive attitudes, values and self esteem
- Explore attitudes and challenge discrimination
- Gain knowledge and understanding about puberty and the changes that will take place
- Gain knowledge and understanding about reproduction and sexuality
- Discuss their concerns and correct misunderstanding they may have gained from the media and peers
- Seek information and advice when they need help

## Moral and Values Framework

SRE will be delivered within the school's agreed aims, values and moral framework which is sensitive to the needs and beliefs of pupils, parents / carers and other members of the school community. This will be delivered within the school's agreed equal opportunities framework.

Our moral and values framework includes:

- Respect for self and others
- Non-exploitation in relationships
- Commitment, trust and love within relationships
- Honesty with self and others
- Self awareness
- Exploration of rights, duties and responsibilities
- Understanding diversity regarding religion, culture and sexual orientation
- Work to reduce intolerance and discrimination, including homophobia
- Valuing strong supportive relationships in and out of marriage

SRE will support the importance of strong and stable relationships, including marriage, for family life and bringing up children. Care is taken to ensure there is no stigmatisation of children based on their different home circumstances.

## Content and Organisation of the Programme

### *Where is SRE taught?*

SRE will be taught through PSHE and Citizenship as well as science lessons. This will ensure that it covers the biological aspects, but also the social and emotional aspects. Appendix 1 shows where SRE is included in PSHE and citizenship statutory science in the national curriculum. It is taught throughout the years, either as discrete topics or integrated into other topics such as Ourselves, Growing and Living Things, at a level appropriate to the needs and maturity of the pupils. There are discrete teaching topics in Years 2, 4, 5 and 6.

### *Who teaches SRE?*

SRE will be taught by the class teacher. In some cases external agencies or other visitors will help deliver SRE, such as the school nurse. If visitors are involved in SRE we will

- plan and evaluate their contribution as part of the teaching programme.
- provide the visitor with an up-to-date copy of the school's SRE Policy and ensure they adhere to it
- ensure that the class teacher is present throughout the lesson, taking responsibility for class management.

### *What is taught in each year group?*

- The content for each year group will be age-appropriate as well as progress from one year to another, building on what has been learnt in previous years.
- Teachers plan lessons, taking account of the Camden SRE learning objectives and suggested scheme of work (see Appendix 2 for the content of the school's SRE teaching programme)

### *How is SRE taught?*

On the whole pupils are taught in mixed groups to ensure that boys and girls learn the same information. However, sometimes it is useful in Years 5 and 6 to include time when single sex groups can discuss issues with a teacher of the same gender.

Teachers set a group agreement or ground rules with pupils to ensure that an atmosphere is created where pupils feel able to ask questions, discuss concerns, talk about feelings and relationships, but do not discuss or ask private information of each other or the teacher. We answer questions honestly and sensitively, appropriate to the age and maturity of the pupils. Some questions may be more appropriately answered on a one-to-one basis, rather than with the whole class. We also use question boxes so that pupils can anonymously ask questions.

Resources are chosen to ensure that they are appropriate to the age and maturity of pupils. They take into account equality of opportunity through their use of language, cultural attitudes and images, including body image, avoiding stereotyping, racism and sexism.

A variety of teaching and learning styles are used, including DVDs, information sheets, pamphlets, textbooks, stories, anatomical models, games, role-play, interactive CD ROMS, the Internet and visits by theatre groups. We always use the correct scientific names for parts of the body.

The SRE policy reflects and is in line with our equal opportunities policy and the school ensures that the SRE teaching programme is an inclusive one and is appropriate and relevant to all pupils. Where needed, SRE is differentiated to meet the needs of children with special educational needs and disabilities.

## Particular Issues

### *Sexuality and Sexual orientation*

SRE involves understanding about relationships and discrimination, and pupils questions will be answered honestly. The teaching programme in Year 5 and 6 will include an understanding of different types of relationship including lesbian and gay relationships. Homophobic references and bullying are not tolerated in school and are challenged and dealt with as part of our commitment to promoting inclusion and preventing bullying.

### *Family/Home Life*

Teaching about different families is part of SRE and DCSF Guidance 2000 stresses the need for the value of family life to be emphasised in SRE. We aim to reflect the broad range of experiences amongst pupils and ensure all pupils feel their family is valued, such as: single parent families; recently divorced parents; parents who are married, parents who are not married, parents who have non-monogamous relationships; lesbian, gay or bisexual parents; children living between two homes; in foster homes; in residential homes and living with relations other than biological parents. We will emphasise the importance of strong and supportive relationships, as well as marriage, for family life and bringing up children.

## Confidentiality Statement and Child Protection

Although SRE is not about personal disclosures, it is possible that a pupil may disclose personal information. Staff understand that they cannot promise pupils absolute confidentiality, and pupils know this too.

If teachers are concerned in any way that a pupil is at risk of sexual or any other kind of abuse, they will talk to the Designated Child Protection Officer and follow the school's Child Protection Procedures. If a pupil discloses to a teacher that they are sexually active, or are considering sexual activity, then this would be viewed as a child protection issue.

## Assessing SRE and Monitoring the Programme

The SRE Lead will be responsible for:

- Ensuring the policy and programmes are implemented as agreed
- Supporting staff to assess pupil's progress in their learning in SRE
- Recommending targets for whole school development
- Evaluating the SRE programme, which will involve assessing the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained.
- Reviewing the content and involving the views of pupils, staff and parents/carers to inform changes and developments to the programme.

## Training Staff to Deliver SRE

It is important that staff who deliver SRE work within the values framework of this policy and feel confident, skilled and knowledgeable to deliver effective SRE. Continuing professional development will be provided through a range of options, such as; individual study, school based INSET and external training courses. Training could include:

- What to teach and when
- Managing discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions
- Managing sensitive issues
- Involving pupils in their own learning

## Parents/Carers and Child Withdrawal Procedures

We place the utmost importance on sharing responsibility with parents/carers for their children's education. We do our best to find out from them any religious or cultural views they may have which may affect the PSHE and citizenship curriculum, although we would consider carefully any request that compromised our equal opportunities policy.

We will take every opportunity to inform and involve parents/carers by

- Making our commitment clear in the school prospectus
- Inviting parents/carers to discuss personal development when their child enters the school
- Inviting parents/carers to arrange a meeting with the headteacher, deputy headteacher or class teacher to discuss SRE lessons
- Making this policy available on the school website, and making available a copy of the policy for any parent/carer that wishes to see it
- Informing parents by letter, about the content of the SRE teaching programme in each year

Parents/carers have the right to withdraw their children from SRE, apart from the national curriculum. This means that parents/carers cannot withdraw their children from SRE aspects of the science national curriculum as set out in Appendix 1.

## Disseminating Policy

Key information from this policy will be incorporated into the following documents

- School Prospectus
- Staff Handbook
- Governor Handbook

A full copy of this policy is freely available to parents on request. Copies are supplied to other professionals whose work relates to SRE or who may be involved in its delivery.

Effective From	January 2017
Review Date	January 2019

# Appendix 1 - Contents

## SRE and the National Curriculum

### Key Stage 1

#### Year 1 programme of study

#### Animals, including humans

##### Statutory requirements

Pupils should be taught to:

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores

##### Statutory requirements

- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

##### Notes and guidance (non-statutory)

Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets.

Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.

Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.



## Year 2 programme of study

### Animals, including humans

#### Statutory requirements

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

#### Notes and guidance (non-statutory)

Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

#### Notes and guidance (non-statutory)

The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

## Year 5 programme of study

### Living things and their habitats

#### Statutory requirements

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.

#### Notes and guidance (non-statutory)

Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.

### Animals, including humans

#### Statutory requirements

Pupils should be taught to:

- describe the changes as humans develop to old age.

#### Notes and guidance (non-statutory)

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

# Year 6 programme of study

## Evolution and inheritance

### Statutory requirements

Pupils should be taught to:

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

### Notes and guidance (non-statutory)

Building on what they learned about fossils in the topic on rocks in year 3, pupils should find out more about how living things on earth have changed over time. They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, labradors are crossed with poodles. They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes' necks got longer, or the development of insulating fur on the arctic fox. Pupils might find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution.

**Note:** At this stage, pupils are not expected to understand how genes and chromosomes work.

### Notes and guidance (non-statutory)

Pupils might work scientifically by: observing and raising questions about local animals and how they are adapted to their environment; comparing how some living things are adapted to survive in extreme conditions, for example, cactuses, penguins and camels. They might analyse the advantages and disadvantages of specific adaptations, such as being on two feet rather than four, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers.

## **KS1 PSHE and Citizenship non-statutory framework**

*Pupils should be taught*

### *Developing confidence and responsibility and making the most of their abilities*

1b to share opinions on things that matter to them and explain views

1c to recognise, name and deal with their feelings in positive way

### *Preparing to play an active role as citizens*

2a to take part in discussions with one other and the whole class

2e to realise that people and other living things have needs, and that they have responsibilities to meet them

2f that they belong to various groups and communities, such as family and school

### *Developing a healthy, safer lifestyle*

3d About the process of growing from young to old and how people's needs change

3e the names of the main parts of the body

### *Developing good relationships and respecting the differences between people*

4b to listen to other people, and play and work co-operatively

4c to identify and respect the differences and similarities between people

4d that family and friends should care for each other

## **QCA end of key Stage Statements for PSHE and Citizenship**

Children can recognise and name feelings and express positive qualities about themselves.

They are developing confidence in sharing their views and opinions.

They can name the parts of the body

They can recognise how their behaviour affects other people and cooperate with others

They can identify and respect differences and similarities between people and understand why that family and friends should care for one another

## **KS2 PSHE and Citizenship non-statutory framework**

### ***Developing confidence and responsibility and making the most of their abilities***

1a to talk and write about their opinions, and explain their views on issues that affect themselves and society

1c to face new challenges positively, by collecting information, looking for help, making responsible choices and taking action

1d to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards

themselves, their family and others in positive way

### ***Preparing to play an active role as citizens***

2a to research, discuss and debate topical issues, problems and events

2f to resolve differences by looking at alternatives, making decisions and explaining choices

### ***Developing a healthy, safer lifestyle***

3b that bacteria and viruses can affect health and that following simple safe routines can reduce their spread

3c about how the body changes as they approach puberty

***Developing good relationships and respecting the differences between people***

4a that their actions affect themselves and others, to care about other people's feelings and try to see things from their points of view

4c to be aware of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships

4e to recognise and challenge stereotypes

4f that differences and similarities between people arise from number of factors including cultural, ethnic, racial, religious diversity, gender and disability

4g Where individuals, families and groups can get help and support

**End of key Stage Statements for PSHE and Citizenship**

Children can demonstrate that they recognise their own worth and that of others

They can express their views confidently and listen to and show respect for the views of others

They can identify positive ways to face new challenges

They can discuss some of the bodily and emotional changes at puberty

They can identify some factors that affect emotional health and well-being

They can identify different types of relationship, and can show ways to maintain good relationships).

They can respond to, or challenge, negative behaviours such as stereotyping and aggression.

They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.

They can debate, explain their views and listen to others and consider different alternatives