



SEX AND RELATIONSHIPS EDUCATION (SRE) POLICY

Sex and Relationships Education (SRE) is part of our program for Personal, Social, Health and Education (PSHE), which is designed to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed active responsible citizens.

Definition

Department for Education Guidance 2000

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283599/sex_and_relationship_education_guidance.pdf

Sex Education is defined as the information by which a child is enabled to become more aware of him/herself as a person and understand the process of development and reproduction. The object of SRE is to help and support young people through their physical, emotional and moral development; to help young people learn to respect themselves, to make good relationships with others and move with confidence from childhood through adolescence into adulthood.

Aims

To provide a stimulating and supportive learning environment in which pupils can develop their feelings of self-worth and confidence, especially in relationship to others. This will include developing the following skills:

Valuing themselves as unique individuals, keeping themselves and others healthy and safe, communication, decision making and assertiveness. Knowing how and where to gain information and support and participating in society.

There are three main elements to our SRE programme:

1. Families and Relationships
2. Safety
3. Human Physical Development

Partnership with parents/carers

For most of our pupils informal sex and relationships education occurs within the family while the schools programme will help to complement and build on this with support from home.

Parents/carers have the right to withdraw their child from some, or all, SRE lessons but not the statutory Science lessons. If a parent/carer wishes to withdraw their child they need to have a



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discussion with the Head of School so that they can be aware of the reasons and provide alternative arrangements.

On an annual basis we will arrange for the relevant teaching materials to be made available for parents to look at in school. Sex education in school provides an opportunity for parents to talk to their children about issues involved and about their own attitudes and values.

Moral Values and framework

In our schools we focus on teaching SRE in the context of relationships within the PSHE curriculum, using a variety of formal and informal opportunities and strategies. This all helps children to develop their self-esteem and emotional well being and to form and maintain worthwhile and satisfying relationships, which are based on respect for themselves and for others. PHSE and SRE is one of the ways we can help children develop into responsible citizens in our society.

We believe that the teaching of SRE in school fits in well with the values and ethos of our schools:

Sopley

We aim to develop children as happy, confident individuals who embrace the opportunities and meet the challenges that life offers. We teach pupils to follow our school and class charters - taking responsibility for their own actions and to expect the same standards from others.

Full details of Sopley School 'Ethos and Approach' at <http://www.sopleyprimaryschool.org/wp-content/uploads/2015/01/June-2016-School-Ethos-and-Approach.pdf>

Burley School

At Burley Primary School our aim is to prepare children so that they will be successful in an ever changing world. They will become confident and resourceful learners, ensuring that each of them can contribute to, and work happily and successfully within, adult society.

Full details of Burley School 'Aim, Mission and Values' at <http://burley.hants.sch.uk/our-school/our-aims/>

Within the context of talking about relationships, children will be taught about the nature of marriage and its importance for family life and for bringing up children. The Government (SRE Guidance 2000) recognizes that there are strong mutually supportive relationships outside marriage. Therefore, children should learn the significance of marriage and stable relationships as key building blocks of community and society. Teaching in this area needs to be sensitive so as not to stigmatise children on the basis of their home circumstances.



Inclusion Statement

In our schools we have a commitment to ensure that our program is relevant to all pupils and is taught in a way that is age and stage appropriate. Activities will be planned according to the different levels of children's skills and previous knowledge. A range of teaching strategies and learning styles will be used to deliver this policy. These will include:

- Circle time and class discussion
- Role play and drama
- The use of IT - DVDs and online resources
- Reflection and self-assessment of social understanding

Links with other policies

This policy links with other important policies including; Safeguarding, Child Protection, Anti-bullying and Equalities which can be found at <http://www.sopleyprimaryschool.org/federation/federation-policies/> other school policies including, Behaviour, are also found at <http://www.sopleyprimaryschool.org/sopley-school-policies/> and <http://www.sopleyprimaryschool.org/sopley-school-policies/>

Management

There is a designated PHSE coordinator to oversee the planning in the school. The coordinator will be responsible for informing the rest of staff about new developments, and the Executive Headteacher for the need of training. The Coordinator will advise colleagues on resources to aid planning and to use in the classrooms.

Organisation of SRE

SRE is part of our PSHE and Science program. Through planned lessons in the curriculum as well as through wider school activities such as assemblies children are able to develop their ideas, knowledge and skills gradually and appropriately.

Teachers have the main responsibility for teaching about SRE in the classroom.

Teaching Strategies

As much as possible we will provide an interactive learning environment which is motivating and allows pupils to gain information and knowledge while also allowing time for reflection.



Content

In the early years education is mainly answering children's questions as honestly as possible. Beginning to build relationships with others, and developing an awareness of the importance of a family and that animals and humans reproduce. The curriculum is a spiral one, as children need to develop their concepts about human life cycles and sexuality in exactly the same way as for other complex issues.

KEY STAGE ONE (Y1 and 2)

Pupils will be able to:

- ✓ Recognize and compare the main external parts of the bodies of humans.
- ✓ Recognise similarities and differences between themselves and others and treat others with sensitivity.
- ✓ Identify and share feeling with others.
- ✓ Begin to recognize safe and unsafe situations.
- ✓ Identify and be able to talk to someone they trust.
- ✓ Be aware that their feelings and actions have an impact on others.
- ✓ Make a friend, talk with them and share feelings.
- ✓ Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.
- ✓ Pupils will know and understand:
 - ✓ That animals, including humans, grow and reproduce.
 - ✓ That humans and animals can produce offspring and these grow into adults.
 - ✓ The basic rules for keeping themselves safe and healthy.
 - ✓ About safe places to play and safe people to be with.
 - ✓ The needs of babies and young people.
 - ✓ Ways in which they are alike and different from others.
 - ✓ That they have some control over their actions and beliefs.
 - ✓ The names of the main external parts of the body.
 - ✓ Why families are special for caring and sharing.
- ✓ Pupils will have considered:
 - ✓ Why families are special.
 - ✓ Be aware of the similarities and differences between people.
 - ✓ Recognise how their feelings and actions have an impact on other people.



KEY STAGE TWO

Pupils will be able to:

- ✓ Express opinions, for example, about relationships and bullying.
- ✓ Listen to and support others.
- ✓ Respect other people's viewpoints and beliefs.
- ✓ Recognise their changing emotions with friends and family and be able to express their feelings positively.
- ✓ Identify adults they can trust and who they can ask for help.
- ✓ Be self-confident in a wide range of new situations, such as seeking new friends.
- ✓ Form opinions that they can articulate to a variety of audiences.
- ✓ Recognise their own worth and identify positive things about themselves.
- ✓ Balance the stresses of life in order to promote both their own mental health and well-being and that of others.
- ✓ See things from other peoples viewpoints, for example their parents and carers.
- ✓ Discuss moral issues.
- ✓ Listen to and support their friends and manage friendship problems.
- ✓ Recognise and challenge stereotypes, for example in relation to gender.
- ✓ Recognise the pressure of unwanted physical contact, and know ways of resisting it.

Pupils will know and understand:

- ✓ That there are differences between male and female and the names for their sexual parts.
- ✓ That the life processes common to humans and other animals include growth and reproduction.
- ✓ About the main stages of human life.
- ✓ About the physical changes that take place at puberty, why they happen and how to manage them.
- ✓ The many relationships in which they are involved.
- ✓ Where individual families and groups can find help.
- ✓ About keeping themselves safe when involved in risky activities.
- ✓ That their actions have consequences and be able to anticipate the results of them.
- ✓ About different forms of bullying people and the feelings of both bullies and victims.
- ✓ Why being different can provoke bullying and know why this is unacceptable.
- ✓ About, and accept, a wide range of different family arrangements.
- ✓ Pupils will have considered:
 - ✓ The diversity of lifestyles.
 - ✓ Others, points of view, including their parents, or carers.
 - ✓ The diversity of values and customs in the school and in the community.
 - ✓ The need for trust and love in established relationships.



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IT resources will be used to support the SRE curriculum as follows.

Living and Growing: Units 1-3

Class or year group	Living and growing units	Specific vocabulary or content
Class 2 year 3+4	Unit 1 Year 3 - 4 Differences How did I get here? Growing up	Baby, boy, clitoris, different, female, girl, kitten, male, man, penis, sex parts, vagina, woman. Drawings of genitals. Breast, fertilization, foetus, ovaries, pregnant, testicles, womb. Babies growing in womb and birth. Babies, growth, change.
Class 3 year 5	Unit 2: Year 5 Changes How babies are made How babies are born	Clitoris, egg, ovaries, penis, period, puberty, menstruation, scrotum, sexual relationship, sperm, testicles, vagina. Changes at puberty. Caring, conception, egg, fertilization, friend, honesty, love, making love, sexual relationship, sperm, trust, womb. Animations of sexual organs and making love. Fertilization of egg in womb. Fertilization, foetus, labour, oxygen, pregnancy, pregnant, ultrasound, umbilical cord, womb. Footage of a live birth.
Class 3 year 6	Unit 3 Year 6 Revision of unit 2 Unit 3: Girl Talk Boy Talk	See above Physical and emotional changes girls go through at puberty. Crush, hormone, menstruation, period, puberty, sexual attraction. Physical and emotional changes boys go through at puberty. Girlfriend, masturbation, puberty, relationship, shaving, spots, wet dream.



	Lets talk about sex	How sex is presented in the media, sexual stereotyping, changing emotions and puberty, legal age, Condom, gay, gender, lesbian, media, relationship, stereotype, trust.
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Teaching Strategies for Sex and Relationship Education

Pupils will take part in a structured activity in which they can:

- Draw on previous knowledge to develop more understanding
- Practice their social and personal skills
- Consider their beliefs and attitudes about different topics
- Reflect in their new learning
- Plan and shape future action.

Ground Rules

A set of ground rules will help teachers create a safe environment in which they are not vulnerable to feeling embarrassed or anxious about unintended or unexpected questions or comments from pupils. Ground rules might be developed with each class or year group. For example, one class worked out this set of ground rules together;

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- Only the correct names for body parts will be used
- Meanings of words will be explained in a sensible and factual way.

Distancing Techniques

Teachers can avoid potential embarrassment and protect pupils' Privacy by always depersonalizing discussions. For example, role play can be used to help pupils (act out) situations. Case studies with invented characters, appropriate videos, and visits to theatre in education groups can all help pupils discuss sensitive issues and develop their decision-making skills in a safe environment.



Dealing with Questions

Teachers should establish clear parameters of what is appropriate and inappropriate in a while class setting. For example:

- If a question is too personal, the teacher should remind the pupil of the ground rules. The teacher can state that they will talk to the pupil about the question after the lesson and request that the pupil comes to see them. If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as a school counselor, school nurse, helpline, or an outside agency or service.
- If a teacher doesn't know the answer to a question, it is important to acknowledge this, and to suggest that the pupil or teacher or both together research the question later.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In this way, the pupil will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect the teacher must remember to talk with the pupil later.
- If a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school's child protection procedures.

Reflection

Reflecting is crucial for learning as it encourages pupils to consolidate what they have learned and to form new understanding, skills and attitudes. Teachers can help pupils reflect on their learning by asking questions like these:

- What was it like doing this discussion today?
- What did you learn from the others, especially those who had a different experience or belief from your own?
- What do you think you will be able to do as a result of this discussion?
- What else do you think you need to think or learn about?

Monitoring and Evaluation of SRE

The Executive Headteacher will provide an annual report to the Governing Body about SRE in the schools which draw on information from a range of sources; feedback from staff - including PSHE / SRE co-ordinator, parents, and pupils; teaching and learning observations; work samples from children etc.



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Pupils can undertake a range of activities that contribute to assessment. These can include:

- Speaking and listening eg circle time
- Demonstrating skills through role play or games
- Drawing and writing techniques
- Resolving conflicts and developing self awareness
- Making safe and healthy choices
- Assessing risk
- Feedback from pupil surveys

Resources:

As listed above 'Living and Growing' plus

BBC Bitesize PSHE resources including:

- KS1 PSHE and Citizenship <https://www.bbc.co.uk/education/subjects/zmpfb9q>
- KS2 PSHE and Citizenship <https://www.bbc.co.uk/education/subjects/zqtnvcw>