

# LITTLE SUTTON PRIMARY SCHOOL

## SEX AND RELATIONSHIPS EDUCATION POLICY (SRE) POLICY

### What is Sex and Relationship Education (SRE)?

"It is a lifelong learning about physical, moral and emotional development. It is about the understanding and 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, this would be inappropriate teaching."

From Sex and Relationship Education in schools circular 0116/2000

Sex and Relationship Education is vital in preparing children for growing up. It supports our school vision and ethos to

- Encourage children to develop a healthy lifestyle and work with other services to promote well being
- Encourage an atmosphere of openness and teamwork where everyone's views are valued
- Prepare children for an ever changing world
- Encourage children to show respect for themselves and others
- Encourage children to take responsibility for family, friends, school, and the community and for their own actions

This policy has also been developed with due regard to National Health targets of :

- Reducing teenage pregnancies.
- Delaying early sexual activity
- Reducing sexually transmitted infections

Parents, governors, staff and children have been involved in the development of this policy so that it is based on the needs of the whole community and reflects their views

### Aims and Objectives of our SRE

- To provide clear guidance for parents, staff and governors.
- For pupils to develop the understanding that SRE is a gradual developmental process that is supported by a partnership between home and school, and that it will provide a foundation for further work at Secondary School.
- To help young people to respect themselves and others.
- To support pupils through their physical, emotional and moral development.
- To develop skills and understanding to enable pupils to make healthy, responsible choices about their health and well being.

- To help pupils understand the significance of marriage and stable relationships and its importance for family life. **(Care will be taken to ensure there is no stigmatisation of children based on their home circumstances)**
- To help pupils move more confidently and responsibly into adolescence.

### **Content of Programme**

The progression of teaching of aspects of SRE from Reception to Year 6 with reference to the PSHE and Science schemes of work.

Statutory elements of the KS1 curriculum will be taught and will include:

#### **Year 1**

- Naming of body parts as a difference between males and females.
- Caring for myself
- People in my life - Loss and mourning
- Friendships - What they like and dislike about other people.
- My body and other people's bodies
- Changes as we grow - including ageing
- Safe and unsafe touches
- Keeping safe

#### **Year 2**

- Personal safety and how they have rights over their own bodies.
- Naming of body parts as a difference between males and females.
- Difference in families
- Feelings - What makes me happy
- Moods
- Bullying and keeping safe
- Caring for myself

Statutory elements of the KS2 curriculum will be taught.

#### **Year 3**

- The main stages of the human life cycle and the life processes common to all animals.
- Friendships
- Challenging gender stereotypes
- Family differences
- Keeping safe

#### **Year 4**

- Friendships - resisting peer pressure
- Germs
- Healthy lifestyles

#### **Year 5**

- My changing body - Puberty and hygiene
- Menstruation and wet dreams
- Roles and responsibility / family
- Body parts (including anatomical terminology)

## **Year 6**

- Varied lifestyles / families and how they behave
- Feelings and relationships
- Puberty
- Reproduction - how a baby is made and grows

A topic in year 6 will recap these areas and give the opportunity for questions from the children before they leave the school.

## **Organisation and Methods of Teaching**

- Topics in all year groups will be taught by class teachers.
- In years 5 and 6 the children will be taught in single sex groups with a female member of staff for girls and where possible a male member of staff for boys. Staff will use the question box approach to answering questions. Children's questions will be answered according to their level of maturity and understanding with support from parents. They will have the option of putting their names on the sheets.

## **SPECIFIC ISSUES**

### **Confidentiality**

Pupils' questions will be treated in a sensitive and where possible confidential way. However, in instances where staff are concerned about the nature of the subject raised the matter will be referred to the designated Child Protection staff member and LEA policy and procedure will be followed.

### **Parent withdrawal**

Parents have a right to withdraw their child from those elements of the SRE programme that do not form part of the National Curriculum.

### **Working with parents**

Parents will be informed about the dates the SRE topics will be delivered by letter. If they wish to view the DVDs, discuss the content or view the policy they can request a meeting with the Head Teacher or PSHE Coordinator before the lessons take place.

### **Provision for pubertal pupils**

Sanitary units are provided in the girl's toilets in the Upper Juniors. A female member of staff in the Upper Juniors will be in charge of any sanitary protection supplies and be available for advice.

### **Dissemination of the Policy**

A short summary of this policy will appear in the school prospectus.

The full policy is available on the school website.

Parents will be supplied with a full copy on request.

The policy will be presented to all staff and governors.

## **Basis for Developing the SRE Policy**

- SRE, Healthy Lifestyles and financial capability , QCA Units of Work 2005
- National Healthy School Guidance 2005
- Every Child Matters 2004
- Sex and Relationship Education Guidance (DfEE 0116/2000)
- National Curriculum Handbook for teachers (QCA 1999)
- PSHE and Citizenship at KS1 and KS2 (QCA00/579)

## **Equal Opportunities / Inclusivity**

The school's SRE Policy and programme will reflect the ethos of the school, by providing a secure, non-judgemental environment in which to learn. All pupils will be treated equally regardless of gender, race, disability and social background.

## **Monitoring and Evaluation**

Teachers, the PSHE Coordinator and the Head Teacher will undertake informal evaluations of the programme.

Governors will decide the time frame for review which is estimated to be every two years, unless a more immediate response is needed in response to any new guidance.

Policy reviewed by Miss Peck (PSHE coordinator) in February 2014.

Governors review date: March 2014.

**Proposed date for future review:** March 2016.