



Little Sutton Primary School

Sex and Relationships (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

- 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

This shows the progression of SRE teaching from Reception to Year 6 with reference to the statutory science, PSHE and computing schemes of work.

Reception

Throughout the foundation stage children are helped to:

- Develop emotional wellbeing.
- Know who they are and how they fit into a group.
- Feel good about themselves.
- Develop respect for others.
- Find out about and identify some features of living things including their own bodies.
- Recognise the importance of keeping healthy and those things which contribute to this.

Year 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.
- Learn about change and loss and the associated feelings (including moving home, losing toys, pets or friends, making new friends, new baby).
- Understand the process of growing from young to old and how people's needs change.
- Explore the process of growing and changing and new opportunities and responsibilities that increasing independence may bring.
- To communicate their feelings to others, to recognise how others show feelings and how to respond.

Year 2

- Notice that animals, including humans, have offspring which grow into adults (reference to baby, toddler, child, teenager, adult.)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
- Understand the names for the main parts of the body (including external genitalia- see appendix) and the similarities/ differences between boys and girls.
- To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.
- To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).
- To understand how we talk to others when they aren't in front of us (online safety).

Year 3

- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
- Understand the importance of taking care of their body, that they have autonomy and the right to protect their body from inappropriate and unwanted contact.
- To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.
- To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away (online safety).
- To understand how the internet can be used to help us to communicate effectively.
- To understand how a blog can be used to help us communicate with a wider audience.
- For children to consider if what they read on websites is true and to think about why these sites might exist and how to check that the information is accurate.

Year 4

- To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.
- To be aware of different types of relationship, including those between acquaintances, friends, relatives and families.
- To judge what kind of physical contact is acceptable or unacceptable and how to respond.
- That bacteria and viruses can affect health and that following simple routines can reduce their spread.
- To explore change, including transitions (between key stages and schools) loss, separation, divorce and bereavement.
- To share knowledge of online safety.

Year 5

- Describe the changes as humans develop to old age.
- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life processes of reproduction in some plants and animals.
- How their body will, and emotions may, change as they approach and move through puberty (vocabulary- see appendix).
- Learn about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact.
- To discuss and understand the importance of keeping personal information safe online. To understand issues concerning the reliability of sources and people online.

Year 6

- How their body will, and emotions may, change as they approach and move through puberty.
- Study human reproduction (vocabulary- see appendix).
- Learn about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact. In order to prepare children to keep themselves safe on the wider world, we will teach issues relating to safeguarding including Female Genital Mutilation (FGM).
- To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.
- To be aware of different types of relationship, including those between acquaintances, friends, relatives and families.
- To judge what kind of physical contact is acceptable or unacceptable and how to respond.
- To review aspects of online safety and to learn about the safety aspects/consequences of blogging and sending messages and pictures online (this includes sexting).

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. Our school nurse will be invited to deliver these sessions alongside class teachers. 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.
- Chapters from the Living and Growing DVD (Channel 4) will be shown to pupils in Years 5 (Changes, Girl Talk, Boy Talk) and 6 (Girl Talk, Boy Talk, How Babies are Made).

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 lead for safeguarding (DSL) 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 does not form part of the National Curriculum.

WORKING WITH PARENTS

Parents will be given the opportunity to discuss the policy document, schemes of work, methods of teaching and resources. They will be able to view the DVD in advance if they wish and be informed of the dates they are to be shown. Any specific questions may be discussed with the Head Teacher or PSHE leader.

PROVISION FOR PUBERTAL PUPILS

Sanitary units are provided in the girl's toilets in Years 5 and 6. Both the office and a female member of staff in Year 6 hold sanitary protection supplies and are available for advice.

DISSEMINATION OF THE POLICY

A 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.

ENTITLEMENT

The school's SRE Policy and programme is accessible to and includes all children. In line with Inclusion and Equal Opportunities policies of the school and Every Child Matters work is appropriately differentiated to meet the needs of individual pupils including those with SEN which also encompasses gifted and talented children. The 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. The Equality Act (2010) states that SRE education should be taught in a way that does not subject pupils to discrimination and is accessible to all children and young people- including those who are lesbian, gay, bisexual and transgender (LGBT).

MONITORING AND EVALUATION

Teachers, the PSHE Coordinator and the Head Teacher will undertake informal evaluations of the programme. The policy will be reviewed annually, unless a more immediate response is needed in response to any new guidance.

Policy reviewed by Miss Peck (PSHE leader) in March 2018.

Governors review date:

APPENDIX

VOCABULARY OF TERMS

(Information taken from: Cambridgeshire Primary Personal Development Programme and SRE Policy Guidance 2014 www.sexeducationforum.org.uk)

SRE has a vital role to play in helping children develop a vocabulary they can use to communicate comfortably, respectfully and accurately about the human body, growing up, sex and relationships. This is only possible if adults teaching SRE are able to model use of this type of vocabulary.

It is good practice to use medically correct terms for genitalia and sexual parts of the body, for example vulva, vagina, penis and testicles. Ofsted provides full support for this approach (2013) and have raised concerns that some primary schools are currently failing to teach this vocabulary because this leaves children unable to describe abusive behaviours.

The use of respectful language which challenges sexism, homophobia and other forms of prejudice can be established in SRE and will have benefits for the whole school community – both in and out of lessons. Ofsted found that casual use of homophobic language in schools is often unchallenged (2013). Children and primary and secondary level need to know that using the word ‘gay’, to mean something is rubbish is wrong.

Year 2 onwards: Penis, testicles, vulva and vagina.

Year 5: As above and physical changes, puberty, development, breasts, hair, bra, emotions, feelings, fancy, change, mood swings, menstruation, periods, tampons, sanitary towels, hygiene, vagina, urethra, womb, clitoris, ovaries, vulva, labia, fertilise, egg, voice breaking, wet dreams, erection, masturbation, sperm, penis, genitals.

Year 6: As above and love, commitment, friendship, cuddle, sex, tubes, womb, scrotum, vagina, testicles, ovaries, sperm, egg, female, fertilization, male, penis.

This policy was adopted at a meeting of the full governing body on 3 July 2019

To be reviewed : May 2021