



# Long Sutton County Primary School

## S.R.E. Policy

### Introduction

'SRE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.' It will help children learn to respect themselves and others and move confidently from childhood through adolescence and into adulthood. SRE equips children with the skills needed to make responsible and well informed decisions in their lives. Through SRE children are provided with accurate information about the body, reproduction and sexual health. It aims to equip children with the information and skills and values needed to enjoy safe, fulfilling and enjoyable relationships and stay safe both on and off line and to take responsibility for their sexual health and wellbeing. Pupils should learn the significance of stable relationships as key building blocks of community and society. It is also essential in fulfilling the school's duties to protect, safeguard and promote the wellbeing of pupils.

### Our Aims

SRE aims to 'explore attitudes and values with children about relationships, emotions, self-esteem and personal safety.' During SRE children will 'develop personal and social skills and a positive attitude to growing up'. Children will be provided 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. SRE will be taught in the context of relationships and contributes to the spiritual, moral, cultural, mental and physical development of pupils and should take place with consideration of the qualities of relationships within families.

Through SRE we aim:

- 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

### Curriculum Entitlement

SRE is not taught in isolation, some aspects are taught in science others as part of PSHE. Key areas covered in SRE are: Relationships, My Body, Feelings and Attitudes, Life Cycles/ Human Reproduction, Keeping Safe and Looking After Myself, People Who Can Look After Me.

In the EYFS education about relationships will focus on friendship, bullying and the building of self-esteem. Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

Education about relationships for EYFS and KS1 will focus on the building of self-esteem and confidence by encouraging learners to:

- respect, value and care for themselves and others,
- value recognise and communicate their feelings,

- form friendships and relationships,
- respect boundaries – their own and other peoples.

SRE in KS2 will teach pupils to understand:

- the range of their own and others' feelings and emotions,
- the importance of personal safety and what to do or to whom to go when feeling unsafe,
- to develop and use communication skills and assertiveness skills to cope with the influences of their peers and the social media,
- to be prepared for puberty and adulthood, including physical and emotional changes that take place at puberty, including conception, pregnancy and birth.

School follows a graduated, age-appropriate programme of sex and relationship education and teaching methods take account of the developmental differences of children. Teachers deal honestly and sensitively with sexual orientation, answering appropriate questions and offering support. There should be no direct promotion of sexual orientation.

All schools must teach the following as part of the National Curriculum Science Orders ensuring that both boys and girls know about puberty and how a baby is born

Y1

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Y2

- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Y5

- describe the life process of reproduction in some plants and animals.
- describe the changes as humans develop to old age (stages in the growth and development of humans, they should learn about the changes experienced in puberty).
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

Also in science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby in years 6.

### **Terminology**

OFSTED guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging the common terms used by some people.

### **Special Educational Needs**

All children are entitled to access SRE at a level appropriate to their needs. Sex and relationship education should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives. Thus, differentiated work is maintained to allow for all children to work at their appropriate level. If a child has a special need, our school does all it can to meet their individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs.

### **Resources**

Chanel 4 Living and Growing

### **Parental Consultation**

The Sex and Relationship Education policy is shared on the school website and full detail are available on request. The school informs parents when aspects of the sex and relationship programme are taught and will be given an outline of the lessons in advance so they are able to make an informed decision. Parents have the right to withdraw their children from those aspects of sex and relationship education, not included in the National Curriculum Science Orders, alternative

work would be set. However this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education.

*'If the parent of any pupil in attendance at a maintained school requests that he may be wholly or partly excused from receiving sex education at the school, the pupil shall, except so far as such education is comprised in the National Curriculum, be so excused accordingly until the request is withdrawn.'* Education Act 1996 (Section 405)

### **Child Protection / Confidentiality**

Class Teachers and Teaching Assistants conduct SRE lessons in a sensitive manner and in confidence. Class ground rules are established during SRE activities to ensure children feel safe and are willing to explore sensitive issues. Staff are always available to discuss issues with any parents. Children's questions are answered as honestly and fully as appropriate. Staff need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Clearly such matters cannot remain confidential and staff cannot promise confidentiality if concerns exist. Staff will report such incidents to the Designated Safeguarding Lead who will decide whether the matter should be dealt with as a child protection issue (see Safeguarding and Child Protection Policy.)

### **Assessment and Recording**

Each class teacher is responsible for the recording, assessing and reporting the progress of each child in their class. Children are also encouraged to assess themselves and their peers. Children's work is kept in their topic or science book, and teacher assessments are mainly formative with assessment for learning taking place. Teacher assessment is based on observation, discussion and marking of the child's work (in line with the school's Marking and Feedback Policy). All teachers, teaching assistants, midday staff and administrative staff are responsible for informing the teachers about notable points of personal and social development in individual pupils. It is the responsibility of individual teachers and the Inclusion Leader to identify pupils' progress which is well above or below that which is expected. Reporting to parents occurs annually with a written report and through twice yearly meetings.

### **Written in consultation with:**

Sex and Relationship Education Guidance: Head teachers, Teachers & School Governors Status: good practice Date of issue: July 2000 Ref: DfEE 0116/2000

Sex and relationships education (SRE) for the 21<sup>st</sup> Century  
Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000)  
PSHE Association 2014

<http://www.sexeducationforum.org.uk/membership/member-benefits.aspx>

### **Review**

The Headteacher, Subject Leader and Governing Body will review this policy every two years in consultation with staff.

Written – May 2017  
Claire Carr  
S.R.E. Subject Leader

Review – May 2019