

Sex and Relationship Education (SRE) Policy



"Learning to make the world a better place"

Reviewed	Spring 2016
Next Review	Spring 2018

Context/Introduction

- This policy has been developed through consultation with staff, parents, pupils and the Link Service at Lambeth council
- This policy has been developed to ensure that staff and parents/carers are clear about the statutory requirements regarding Sex and Relationships Education (SRE) and that all pupils receive their educational entitlement.
- The teaching of SRE at St. Johns Angell Town (SJAT) is an important aspect of primary education and is concerned with informing children honestly and appropriately so that they can make safe choices later in life. Statistically, Lambeth has one of the highest teenage pregnancy rates within the EU.

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health. Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

Moral and Values Framework

Sex and relationship education will reflect the values of the PSHE and Citizenship programme. SRE will be taught in the context of relationships and more specifically within the context of Christian principles. We will teach children about the different types of family that reflect modern Britain. In addition SRE will promote self esteem and emotional health and well being and help them form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Aims and Objectives for Sex and Relationship Education

The aim of SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health and related behaviour. This should take place with consideration of the qualities of relationships within families.

The objectives of Sex and Relationship Education are;

- To provide the knowledge and information to which all pupils are entitled
- To reinforce children's own knowledge
- To clarify misconceptions
- 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 healthy and safe lifestyle
- To develop and use communication skills and assertiveness in order 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

The teaching programme for Sex and Relationship Education

SRE is taught through the science curriculum, circle times and in other cross curricular ways, but as a school we have also invested in a programme of study to ensure that SRE is taught as a discrete subject too. The Christopher Winter Scheme, *Teaching SRE with Confidence in Primary Schools*, has lesson plans and resources for children from Reception through to Year 6 and is recommended by a range of high-profile PSHE organisations, including the PSHE Association.

Early Years Foundation Stage

Through Understanding the World children are encouraged to make observations of the natural world and develop an understanding of growth and change. In the spring children will have the opportunity to study the life-cycle of a butterfly and chicks hatching encountering some early ideas associated with reproduction and new life.

Children are continually encouraged to recognize similarities and differences between themselves and others and supported to build on their own interests through play and exploration, fostering their sense of self and ability to make decisions. In on going input through Personal Social and Emotional Development children learn to build healthy relationships with their peers and are encouraged to express their own wants, needs and ideas with others, as well as to take account of and respond to the wishes of others. Through the supportive environment of the EYFS built on warm caring relationships with adults, these qualities are modelled to children and they are encouraged to develop responsibility and care for themselves and for others.

In Physical Development children learn how to make healthy choices relating to food and exercise, thereby starting to grasp the concept of looking after oneself through decision-making. Through Health and Self-Care they also learn aspects of personal hygiene around toileting and eating and how to stay safe and manage risks.

Christopher Winter Scheme Lessons for Reception: Our Lives

- Our day
- Keeping ourselves clean
- Families

Key Stage One

Through work in science children learn about life cycles of some animals, understand the idea that all living things reproduce and produce offspring and change from young to old. They learn that animals including humans, move, feed, grow, use their senses, and reproduce. They learn to recognise and compare the main external parts of the bodies of humans and learn about the importance of personal hygiene to maintain good health.

In RE and Citizenship children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. Children go on to recognise the similarities and differences between themselves and others and to treat others with sensitivity. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

Christopher Winter Scheme Lessons for Year One: Growing and Caring for Ourselves

- Keeping clean
- Growing and changing
- Families and care

Christopher Winter Scheme Lessons for Year Two: Differences

- Differences: boys and girls
- Differences: male and female
- Naming the body parts

Key Stage Two

In science children learn that the life processes common to humans and other animals include nutrition, growth and reproduction and learn about the main stages of the human life cycle. Children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby in years 5 & 6. Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene.

In RE and Citizenship, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures. Sex and relationship education should focus on the development of skills and attitudes not just the acquisition of knowledge.

Christopher Winter Scheme Lessons for Year Three: Valuing Difference and Keeping Safe

- Differences: male and female
- Personal space
- Family differences

Christopher Winter Scheme Lessons for Year Four: Growing Up

- Growing and change
- What is puberty?
- Puberty changes and reproduction

Christopher Winter Scheme Lessons for Year Five: Puberty

- Talking about puberty
- Male and female changes
- Puberty and hygiene

Christopher Winter Scheme Lessons for Year Six: Puberty, Relationships and Reproduction

- Puberty and reproduction
- Understanding relationships
- Conception and pregnancy

- Communicating in relationships

Assessment of children

There is no formal measure of assessment for SRE however children in each year group should complete a needs assessment before commencing a unit of work in SRE to gauge their needs and complete another assessment at the end to track how their understanding has changed.

Inclusivity

Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children. It is our intention all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required.

The organisation of Sex and Relationship Education

This content has been agreed in consultation with governors, parents and teaching staff. The PSHE lead has responsibility for coordinating sex and relationship education. Sex and relationship is taught as a discrete subject in the school which follows The Teach with Confidence Christopher Winter scheme. Sex and relationship education is taught by classroom teachers with the support of teaching assistants. Where appropriate outside visitors such as the school nurse. The school nurse annually visits to teach SRE with Year 6 pupils. SRE education is also delivered through science, RE, PSHE, Citizenship, literacy activities and circle time.

A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of DVD, weblinks, discussion, looking at case studies, drama and role play.

Sex and relationship education is usually delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant.

Besides The Christopher Winter Resources, other useful resources for SRE include fiction, reference books, leaflets and extracts from videos. E.G.:

Channel 4 Living and Growing video Unit 1, 2 & 3 plus work books.

Unit 1 5-7yrs Differences / How did I get Here? / Growing up

Unit 2 7-9 yrs Changes / How babies are made / How babies are born

Unit 3 9-11yrs Girl talk / Boy talk / Let's talk about sex

Available from 4 Learning, PO Box 400 Wetherby LS23 7LG Tel 08701 246444

Specific Issues

Parental consultation

The school will always inform parents before the teaching of SRE. The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for

parents to view the videos and resources being used. Parents have the right to withdraw their children from those aspects of sex and relationship education, not included in the National Curriculum Science Orders, and in this instance 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, and parents are invited to discuss this further with the class teacher before making a final decision.

Child Protection / Confidentiality

Teachers 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. The staff member will inform the Head Teacher /Designated Child Protection person in line with the LEA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

Links with other policies

This policy is linked with the following policies:

PSHE & Citizenship

Equal Opportunities

Child Protection and Safeguarding

Confidentiality

Behaviour

Anti Bullying

Cross Phase eg. Key Stage 3

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

Use of visitors

"Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator's and teacher's responsibility to plan the curriculum and lessons." Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11

When appropriate, visitors such as the school nurse may be involved in the delivery of sex and relationship education, particularly in Key Stage 2.

Monitoring and Evaluation

The PSHE leader is responsible for:

- Writing and updating the SRE policy and scheme of work in light of any initiatives, curriculum changes, and monitoring the development of the subject throughout the school.
- Guiding and supporting teachers in this subject, including refresher training on SRE.
- Co-ordinating external agency support for SRE.
- Monitoring the effectiveness of the planned and delivered curriculum for SRE.

- Co-ordinating classroom practices and guidelines across the curriculum and ensuring the development of subject skills.
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- Auditing and monitoring resources throughout the school to ensure that there are age sufficient and age appropriate resources for effective teaching and learning.

The Headteacher is responsible for:

- ensuring that the aims of this policy are followed.

The Governing Body is responsible for:

- Authorising the SRE policy and any subsequent reviews of this policy, and ensuring that the terms of this policy are followed.

All Staff members are responsible for:

- Following the terms and ethos of this policy.

The subject is evaluated by the PSHE coordinator throughout the year through instructing the teaching of SRE and observing practice in the classroom and giving feedback. Sex and relationship education is monitored and evaluated by SMT on an annual basis with the head teacher, named governor and teacher with responsibility for sex and relationship education. As a result of this process changes will be made to the sex and relationship education programmes as appropriate.

The Named governor for SRE is Rev Rosemarie Mallett (Chair of Governors).

The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents. The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change if required.

This policy document will be place on the school website.

SRE issues will be included in the induction programme for all new members of staff.

This Policy will be reviewed annually.

First Agreed by Governors: Autumn 2015

Signed by: *Reverend Rosemarie Mallett*
Designation: Chair of Governors
Reviewed Autumn 2017
Next Review: Autumn 2018