



Sex and Relationship Education Policy (SRE)

May 2016

1 Introduction

- 1.1 Our school's policy on sex and relationship education is based on the DfES document *Sex and Relationship Education Guidance* (DfES 0116/2000). We recognise Sex and Relationship Education as the policy's full title, but for brevity's sake we will refer in the rest of this policy simply to 'SRE'.
- 1.2 In the DfES document, SRE is defined as 'learning about physical, moral and emotional development'. The guidance states, 'It is about understanding the 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'.
- 1.3 SRE is part of the personal, social and health education (PSHE) curriculum in our school. When we inform our pupils through SRE about sexual issues, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use SRE as a means of promoting any form of sexual orientation.
- 1.4 School policies cover teaching and learning from reception to year 6. See organisation at 4 below.

2 Aims and objectives

- 2.1 We teach about SRE in the context of the school's ethos and aims. While SRE in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code, and of the values which underpin all our work in school.
- 2.2 The purpose of teaching SRE is to ensure that children learn about issues in a caring and informed way, which dispels myths that they may have acquired. At Craylands we aim to
 - Empower pupils to make informed choices about their education and future adult life
 - Ensure that pupils are prepared for the physical development of their bodies as they grow into adults;
 - Develop their confidence in talking, listening and thinking about feelings and relationships, and respect the differences between people;
 - Develop a respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
 - Ensure an understanding of the importance of family life;
 - Discuss moral questions;
 - Discuss relationship issues;
 - Ensure pupils know how they can protect themselves and where to ask for help and support;
 - Develop an awareness of sex abuse/exploitation, and what they should do if they are worried about any sexual matters.



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3 Delivering Sex and Relationships Education

- 3.1** The majority of SRE is taught in years 5 and 6, although other PSHCE issues are covered in the previous years to fully equip the children with the skills and attitudes necessary for them to benefit effectively from sex education. We also teach some SRE through other subjects (eg Science, PE) where we feel that they contribute significantly to a pupil's knowledge and understanding of their own body and how it is changing and developing.
- 3.2** Most of the teaching of SRE will be done by the class teacher, as s/he will have established a working relationship with the class. The school nurse may also be available to advise and assist the girls on body development and periods.

4 Organisation

- 4.1** We teach SRE through different aspects of the curriculum. While we carry out the main SRE in our personal, social and health education (PSHE) curriculum, we also do some SRE through other subject areas (for example, science and PE) which we believe contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.
- 4.2** In PSHE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body, and how these work, and, at key stage 2 we explain to the children what will happen to their bodies during puberty. For example, we teach the children that boys' voices will change during puberty, and we explain menstruation to both boys and girls. We encourage the children to ask for help if they need it.
- 4.3** In science lessons teachers inform children about puberty and how a baby is born. For this aspect of our teaching we follow the guidance material in the national scheme of work for science. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the fact that people are not all the same, and that we need to respect each other. In Key Stage 2 we teach about life processes, and the main stages of the human life cycle, in greater depth.
- 4.4** In Year 5 and 6 we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how children's bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.



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4.5 The SRE at Craylands is based around the 'Living and Growing' resources produced by channel 4 (2005). The content covered in each year group of SRE is as follows:

Year 2 – Differences – this programme has the theme of living things; the difference between male and female, feelings and life cycles.

Year 3 – How did I get here – this programme has the theme of growing and looks at growth and change from the view of a child. It covers the growth of a foetus during pregnancy.

Growing up – 'Where do I come from?' – looks at life cycles, growth and change. It also looks at relationships.

Year 4 – Changes – this programme explores the physical and emotional changes that take place at the onset of puberty and how we feel about ourselves.

Year 5 – How babies are made – this programme examines the whole process of life cycles and reproduction, rites of passage, friendships and feelings.

How babies are born – this programme reviews relationships and feelings and investigates roles and responsibilities. It focuses on the development of the baby in the womb to birth.

Year 6 – Girl Talk – reviews the physical and emotional changes that take place for girls at the onset of puberty. Menstruation is discussed and common problems faced by girls are given consideration.

Boy Talk - reviews the physical and emotional changes that take place for boys at the onset of puberty. Sexual intercourse and problems commonly faced by boys are given consideration.

Let's Talk About Sex – examines the development of relationships, the images of sex created by the media and popular culture and marriage. Conception and contraception are explored along with stereotypical attitude towards sex and relationships.

5 The role of parents

5.1 The school is well aware that the primary role in children's SRE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation. To promote this objective we:

- inform parents about the school's SRE policy and practice;



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- answer any questions that parents may have about the SRE of their child;
- take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for SRE in the school;
- encourage parents to be involved in reviewing the school policy, and making modifications to it as necessary;
- inform parents about the best practice known with regard to SRE, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

- 5.2** Parents have the right to withdraw their child from all or part of the SRE programme that we teach in our school. If a parent wishes their child to be withdrawn from SRE lessons, they should discuss this with the head teacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

6 The role of other members of the community

- 6.1** We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our SRE programme.

7 Confidentiality

- 7.1** Teachers conduct SRE lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The head teacher will then deal with the matter in consultation with health care professionals (see also our policy on Safeguarding).

8 The role of the head teacher

- 8.1** It is the responsibility of the head teacher to ensure that both staff and parents are informed about our SRE policy, and that the policy is implemented effectively. It is also the head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about sex effectively, and handle any difficult issues with sensitivity.



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- 8.2** The head teacher liaises with external agencies regarding the school SRE programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.
- 8.3** The head teacher monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

9 The role of the parent and pupil support team

- 9.1** The parent/pupil support team arrange a meeting for all parents and carers to discuss particular programmes of lessons, to explain what the issues are, and how they are taught, and to see the materials the school uses in its teaching.

10 Monitoring and Review

- 10.1** The monitoring pair will monitor the impact of our SRE policy on an annual basis. They will report their findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the SRE programme, and makes a record of all such comments. Governors require the head teacher to keep a written record, giving details of the content and delivery of our SRE programme.
- 10.2** This policy will be reviewed in two years, or earlier if necessary.

Signed:

Date: