



## Sex and Relationships Education (SRE) Policy

### Introduction

We have based our school's sex and relationships education policy on documentation provided by Haringey Public Health team after their review of Haringey schools' SRE policies in 2015. The guidance provided is in line with the Brook, PSHE Association & Sex Education Forums' 2014 SRE for the 21<sup>st</sup> Century supplementary advice to the SRE Guidance DfE (0116/2000), and further the Science programmes of study: Key Stages 1 and 2, National curriculum in England, September 2013.

SRE starts early so that children learn about their bodies, can recognise if people make them feel uncomfortable or unsafe and can report abuse and get help. Some children start puberty before they leave primary school so it is important that all pupils know what to expect before it happens.

The Brook, PSHE Association & Sex Education Forums' 2014 SRE for the 21<sup>st</sup> Century supplementary advice to the SRE Guidance states, 'Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). A comprehensive programme of SRE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.'

At Coleridge we use the Christopher Winter Project as a basis for SRE lessons. The edition of *Teaching SRE with Confidence in Primary Schools* reflects the recent developments in SRE and the Science National Curriculum. <http://cwpresources.co.uk/home/>

CWP have devised new lessons, with an increased focus on safeguarding/keeping children safe. This resource encourages children to develop the skills of listening, empathy, talking about feelings and relationships with families and friends

### Aims and objectives

We broadly teach children about:

- The physical development of their bodies as they grow into adults;
- The way humans reproduce;
- Respect for your bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- The importance of family life;
- Moral questions;
- Respect with relationship and relationship issues;
- Equality: respect for difference and the views and beliefs of other people;
- Everyone is responsible for their own behaviour & creating safe school communities

- Protecting children explaining boundaries and safety (safeguarding)
- Sexual abuse and what they should do if they are worried about any sexual matters and where to get help.
- Development of life skills and respectful attitudes and values

We specifically teach children using language and explanations appropriate for their age and maturity, thus avoiding confusion, embarrassment and shame in the following areas by year group:

#### Nursery/ Reception

- Respect through listening and sharing
- Friendships and relationships
- The uniqueness and the similarities between themselves and others
- The names of the external body parts
- Private areas of the body
- Who they can talk to if they are worried
- Caring for babies
- Animal families

#### Year 1

- The beginnings of life-animals, plants and self
- Growth in people and plants
- Identify, name, draw and label basic parts of the human body (head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth and teeth) and say which part of the body is associated with each sense (in science)

#### Year 2

- Differences between boys and girls
- Differences between males and females
- Coping with strong emotions
- Naming the body parts including biological/medical names for genitalia (safeguarding) supporting girls at risk of female genital mutilation (FGM)
- How to look after our bodies and how to be safe and healthy

#### Year 3

- Challenging gender stereotypes
- Differences between males and females
- Emotional and physical changes of growing up
- Family differences
- Love and different relationships

#### Year 4

- Growing and changing
- Body changes and reproduction
- What is puberty
- Physical development e.g. how our reproductive system work

- Emotional changes; who to talk to for help, advice or information about growing up & safety on line; including feelings and changing body image
- Social development e.g. how we manage positive and negative influences from friends

#### Year 5

- Talking about puberty and change
- Puberty and hygiene
- Menstruation and wet dreams

#### Year 6

- Puberty & reproduction
- Relationships and reproduction
- Conception and pregnancy including how babies develop and are born and why families are important for having babies

#### **Our teaching contributes to:**

- Safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school
- Statutory duty to promote pupil well-being (Education Inspections Act 2006, section 38)
- A better understanding of diversity and inclusion, a reduction in gender based and homophobic prejudice, bullying and violence (Equality Act 2010) & the schools Anti-bullying policy
- Government safeguarding guidance (Keeping Children Safe in Education 2014) being alert to signs that young girls may be at risk of Female Genital Mutilation (FGM)
- Helping pupils keep themselves safe from harm both on and offline and with smart phones (linking with ICT/computing/esafety curriculum)

#### **Context**

We teach sex and relationships education in the context of the school's aims and values framework. While sex and relationships education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in school. In particular, we teach sex and relationships education in the belief that:

- Sex and relationships education should be taught in the context of marriage and family life;
- Sex and relationships education is part of a wider social, personal, spiritual and moral education process;
- Children should be taught to have respect for their own bodies; it is important to build positive relationships with others, involving trust and respect;
- Children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- children need to learn the importance of self-control

## **Healthy Schools London**

We participate in the Healthy Schools scheme, which promotes health education. As participants in this scheme we aim to:

- Consult with parents on matters of health education policy;
- Train all our teachers to teach sex and relationships education;
- Listen to the views of the children in our school regarding sex and relationships education
- Look positively at any local initiatives that support us in providing the best sex and relationships education teaching programme that we can devise.

## **Organisation**

We teach sex and relationships education through different aspects of the curriculum and have some specific SRE lessons using the CWP resources. While we carry out the main sex and relationships education teaching in our personal, social and health education (PSHE) curriculum, we also teach some sex and relationships education through other subject areas (for example, science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

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 we explain to them what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it.

In science lessons in both Key Stages, teachers inform children about puberty and how a baby is born. For this aspect of the school's 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 differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

In KS2 we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority and use CWP 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 their 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.

Parents are invited to speak to the class teacher and view the films and resources that are used to teach the subject.

## **The role of parents**

The school is well aware that the primary role in children's sex and relationships education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school's sex and relationships education policy and practice
- Encourage parents to be involved in reviewing and modifying the school policy
- Answer any questions that parents may have about the sex and relationships education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex and relationships education in the school;
- Inform parents about the best practice known with regard to sex and relationships education, 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 body and their increasing responsibilities.

Parents have the right to withdraw their child from part of the sex and relationships education, but not that part which is delivered in the science curriculum (Education Act 1996). If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in.

Parents should be aware that schools are legally required to provide a broad, balanced curriculum. SRE topics can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

## **The role of other members of the community**

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 Primary Care Trust, such as the school nurse and other health professionals; who give us valuable support with our sex and relationships education programme. Teachers are always present when classes have visitors.

## **Confidentiality**

Teachers conduct sex and relationships education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection / safeguarding (Child Protection Policy). Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the headteacher. The headteacher will then deal with the matter in consultation with relevant officers of

the local authority. Any professional working in a classroom context in schools is governed by the school's Child Protection and safeguarding policy.

School ensure that both staff and parents are informed about our sex and relationships policy, and that the policy is implemented effectively. Members of staff are given sufficient training, linking with external agencies, so that they can teach effectively and handle any difficult issues with sensitivity.

### **Monitoring, evaluation and review**

The Child and Community Committee of the governing body monitor our sex and relationships policy on a regular basis and any necessary modifications are agreed by the GB. The Committee gives serious consideration to any comments from parents about the sex and relationships programme, and makes a record of all such comments.

An annual evaluation is undertaken ensuring that the programme meets pupils' needs.

Sample of questions for pupil end of session/unit of work evaluation focusing on learning, skills development and attitude

1. What new information have I learnt?
2. What do I now think and believe?
3. Has listening to others changed my views and/or beliefs?
4. Did it help me confirm what I really believe?
5. Did I learn anything I did not expect to?
6. How will it change my behaviour in the future?
7. What do I know already?
8. How did I feel about what I found out?
9. What feelings did I have in the session?
10. What do I now need to learn?
11. Is there anyone else I need to talk to about this?

November 2016

Date of next review: November 2018

## Appendix 1 Year Group lessons Christopher Winter Project

<b>Reception Our Lives</b>	Lesson 1: <b>Our Day</b> Lesson 2: <b>Keeping Ourselves Clean</b> Lesson 3: <b>Families</b>
<b>Year 1 Growing and Caring For Ourselves</b>	Lesson 1: <b>Keeping Clean</b> Lesson 2: <b>Growing and Changing</b> Lesson 3: <b>Families and Care</b>
<b>Year 2 Differences</b>	Lesson 1: <b>Differences: Boys and Girls</b> Lesson 2: <b>Differences: Male and Female</b> Lesson 3: <b>Naming the Body Parts</b>
<b>Year 3 Valuing Difference and Keeping Safe</b>	Lesson 1: <b>Differences: Male and Female</b> Lesson 2: <b>Personal Space</b> Lesson 3: <b>Family Differences</b>
<b>Year 4 Growing Up</b>	Lesson 1: <b>Growing and Changing</b> Lesson 2: <b>What is Puberty?</b> Lesson 3: <b>Puberty Changes and Reproduction</b>
<b>Year 5 Puberty</b>	Lesson 1: <b>Talking about Puberty</b> Lesson 2: <b>Male and Female Changes</b> Lesson 3: <b>Puberty and Hygiene</b>
<b>Year 6 Puberty, Relationships and Reproduction</b>	Lesson 1: <b>Puberty and Reproduction</b> Lesson 2: <b>Understanding Relationships</b> Lesson 3: <b>Conception and Pregnancy</b> Lesson 4: <b>Communication in Relationships</b>