

# Sex & Relationships (SRE) Policy



Woodcote Primary

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"Sex and Relationships Education is lifelong learning about physical, moral and emotional development. 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. It is not about the promotion of sexual orientation or sexual activity." (DFE July 2000)

Parents and carers are the key people for their child's learning about sex and relationships and schools should always work in partnership with home. Parents and carers need to know that the school's SRE programme will complement their role and support them in the education of their child regarding sex and relationships. Woodcote Primary School will ensure that parents' and carers' views are heard and that taught SRE is culturally appropriate and inclusive of all of our children.

## **1. Aims and objectives**

There are three main elements to our SRE programme:

- Gaining knowledge and understanding
- Developing positive attitudes and values
- Extending personal and social skills

At Woodcote Primary School, we have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate.

The objectives of Sex and Relationship Education at Woodcote Primary School are:

- To enable our pupils to make responsible, informed and healthy decisions about their lives, both now and in the future.
- To teach our pupils to respect themselves and others so they can move confidently from childhood through to adolescence and into adulthood.
- To provide a supportive learning environment in which pupils can develop their feelings of self worth and confidence, especially in relationship to others.

Sex and Relationships Education in the context of the National Curriculum:

### **Legal requirements**

Woodcote Primary School has a statutory duty to teach the following as part of the National Curriculum Science Orders

#### **Key Stage 1**

- notice that animals, including humans, have offspring which grow into adults

#### **Key Stage 2**

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.
- describe the changes as humans develop to old age.
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

**Parents do not have the right to withdraw their child/children from these above aspects of the Science curriculum.**

## 2. SRE teaching

We use the new edition of *Teaching SRE with Confidence in Primary Schools* (from CWP) which reflects the recent developments in SRE and the Science National Curriculum.

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

We have adapted the scheme to start from Year 1 (and not Reception), and omitting the Year 4 content of work. The work will be linked to our personal goal in the second half of the Summer Term – Thoughtfulness. From Year 1 children will learn the names of the body parts, the differences between males and females and the ways in which they will develop and grow. Importantly, they will also learn to recognise unsafe and risky situations and to ask for help.

The curriculum continues to develop their knowledge and skills as they learn about the physical and emotional changes of puberty and about reproduction. In Year 6 we have an extra lesson on internet safety and communication in relationships.

Year	Content
1	<ul style="list-style-type: none"><li>• Our Day</li><li>• Keeping Ourselves Clean</li><li>• Families</li></ul>
2	<ul style="list-style-type: none"><li>• Keeping clean</li><li>• Growing and changing</li><li>• Families and care</li></ul>
3	<ul style="list-style-type: none"><li>• Differences boys and girls</li><li>• Differences males and females</li><li>• Naming the body parts</li></ul>
4	<ul style="list-style-type: none"><li>• Differences male and female</li><li>• Personal space</li><li>• Family differences</li></ul>
5	<ul style="list-style-type: none"><li>• Talking about puberty</li><li>• Male and female changes</li><li>• Puberty and hygiene</li></ul>
6	<ul style="list-style-type: none"><li>• Puberty and reproduction</li><li>• Understanding relationships</li><li>• Conception and pregnancy</li><li>• Communicating in relationships</li></ul>

### **3. Consulting Parents**

Materials which will be used in the school's SRE Programme can be seen by parents in school on request to Mrs Baldock who is the designated teacher with responsibility for coordinating sex and relationship education.

The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to discuss the content of the lessons and 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 - alternative work will be set.

### **4. Sex and relationships education - policy and practice**

- A designated teacher (Mrs Claire Baldock) will have overall responsibility for the provision of the programme, for monitoring developments within sex education and for recommending to governors any amendments that she feels necessary and appropriate.
- Parents will receive prior notification of the SRE Programme to enable them to discuss issues with staff or their own children.
- Materials used in the SRE Programme will be available to parents on request.
- Parents may withdraw their children from all or part of the school's SRE Programme if they wish.
- The SRE Programme will cover aspects of personal hygiene, puberty, menstruation, pregnancy and birth.
- The children will be taught in both single and mixed gender groups as appropriate.
- If questions are asked by children outside the SRE Programme, teachers will use their discretion in answering them in an appropriate manner and at an appropriate and suitable time. They will also take advice.
- Every child - including those with protected characteristics is entitled to receive SRE.
- 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 school's SRE Policy is subject to regular review.

### **5. 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 or one which is beyond the Key Stage 2 objectives, provision will be made to meet the individual child's needs.

### **6. 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.

Children with special needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

## **7. 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. If a disclosure is made 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.

## **8. Monitoring and Evaluation**

Monitoring is the responsibility of the head teacher, teaching & learning governor and teacher with responsibility for sex and relationship education.

The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change if required.

This policy document will be available to Parents via our website or via requesting a paper copy from the school office.

**This policy was agreed in January 2015**

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