



# SRE POLICY

Headlands CE J I & N School

## Introduction

In this document, Sex and Relationships Education (SRE) relates to ‘lifelong learning about physical, moral and emotional development.’ It is about understanding the importance of family life, stable and loving relationships, respect, love and care and promoting the British value of tolerance. SRE is not used as a means of promoting any form of sexual orientation.

This policy has been developed alongside the Secretary of State’s guidance on SRE (2000) to ensure that staff and parents or carers are clear about the statutory requirements regarding SRE, and that the pupils at Headlands CE (C) J I & N School receive their educational entitlement. Through the implementation of this policy, Headlands CE (C) J I & N School will meet specific aspects of the legal and statutory requirements. Every child is entitled to receive Sex and Relationships Education. It is our intention that all children have the opportunity to experience a programme of Sex and Relationships Education at a level which is appropriate for their age and physical development with differentiated provision if required.

The teaching of SRE at Headlands CE (C) J I & N School, firmly embedded within the PSHE curriculum, will help young people learn to respect themselves and others and move with confidence from childhood into adolescence. The objective of Sex and Relationships Education (SRE) is to help and support young people through their physical, emotional and moral development. SRE promotes an understanding of the range of family types and other people who contribute to providing children with the care, love and support they need to grow and develop. At Headlands CE (C) J I & N School we believe that the teaching of SRE should be shared with parents and be mutually supportive and complementary.

## The Moral and Values Framework

Sex and Relationships Education is required to be taught within a moral framework and at Headlands CE (C) J I & N School, SRE is firmly embedded within the PSHE curriculum. The children will learn about moral values through all aspects of school life and in all curriculum areas, not just within SRE. We aim to:

- help pupils develop sensitivity and respect for themselves and others;
- provide a friendly and caring environment in which children are able to ask questions and further their understanding;
- support pupils in taking responsibility for their actions and the consequences of their actions;
- provide equality of opportunity for all children in a caring community in which each individual is encouraged to make a valuable contribution.

# Aims of Sex and Relationship Education

Taking account of the age, maturity and needs of the pupils, Sex and Relationships Education aims to:

- provide the knowledge and information to which all pupils are entitled;
- help children to develop feelings of self-respect, self esteem, self -confidence, sympathy and empathy;
- provide the confidence to be participating members of society and to value themselves and others;
- prepare pupils for puberty and encourage them to take responsibility for their own actions;
- give them an understanding of reproduction and sexual development;
- give them an understanding of the importance of health and hygiene;
- develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- respect and care for their bodies;
- answer pupils' questions honestly and sensitively - referring the children to parents where appropriate;
- give them information on where individuals and families can get help and support.

## Context

At Headlands CE (C) J I & N School we teach Sex and Relationships Education within the context of the school's aims and values framework. Whilst Sex and Relationships Education in our school informs the pupils about sexual behaviour, the pupils are taught this information with an awareness of the moral code and values which underpin all work in school. In particular, we teach Sex and Relationships Education with the beliefs that:

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

## Roles and Responsibilities

The PSHE Co-ordinator is responsible for:

- Monitoring the teaching and learning of SRE.
- Overseeing and implementing the policy.
- Writing an annual action plan for SRE and evaluating progress throughout the year.
- Attending INSET and providing staff with appropriate feedback.

Each class teacher is responsible for delivering the SRE curriculum to their class.

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

## Legal requirements

Headlands CE (C) J I & N School has a statutory duty to teach the following objectives as part of the Science National Curriculum:

### Key Stage 1

- Notice that animals, including humans, have offspring which grow into adults.
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

### 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 aspects of the Science curriculum.**

## SRE Curriculum Overview

### EYFS

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.

### SRE Objectives taught during Key Stage 1:

#### Year 1:

- To know about people who look after them, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them.

#### Year 2:

- To understand the importance of health and how to maintain personal hygiene.
- To understand the process of growing from young to old and how people's needs change.
- To learn the names of the main parts of the body (including external genitalia) the similarities and differences between girls and boys.

### SRE Objectives taught during Key Stage 2:

#### Year 3:

- To be able to judge what kind of physical contact is acceptable or unacceptable and how to respond.

#### Year 4:

- To recognise they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.

### Year 5:

- To recognise what constitutes a positive, healthy relationship and to develop and maintain the skills necessary.
- To be able to judge what kind of physical contact is acceptable or unacceptable and how to respond.
- To understand how their body will change as they approach and move through puberty.

### Year 6:

- To recognise when & how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that make them uncomfortable, anxious or that they believe to be wrong.
- To understand the importance of protecting personal information, including passwords, addresses and images
- To understand how their body will change as they approach and move through puberty.
- To understand about human reproduction including conception (and that this can be prevented)

## SRE Resources

SRE lessons are taught by the class teacher. Headlands CE (C) J I & N School follows the Christopher Winter Project Scheme of Work 'Teaching SRE with confidence'. The Scheme of Work provides lesson plans and teaching resources to support the delivery of SRE lessons. A range of teaching methods are implemented during SRE lessons which include the use of video clips, fictional stories, reference books, discussions and looking at real life case studies. When appropriate, visitors such as the school nurse may be involved in the delivery of Sex and Relationships Education, particularly in Key Stage 2. SRE lessons are usually delivered in mixed gender groups. However, there may be occasions when single gender groups are more appropriate and relevant.

## Consulting Parents

We aim to build a positive and supportive relationship with parents through mutual understanding, trust and co-operation. In promoting this objective Headlands CE (C) J I & N School will:

- inform parents about the school's Sex and Relationships Education policy and practice;
- answer any questions that parents may have about the Sex and Relationships Education of their child.

The Christopher Winters Project Scheme of Work and materials, which will be used to implement Headlands CE (C) J I & N School's SRE Programme, can be seen by parents in school on request to Helen Smith who is the designated teacher with responsibility for coordinating Sex and Relationships Education.

Parents have the right to withdraw their children from those aspects of Sex and Relationships Education not included in the National Curriculum Science Objectives.

## 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. If a child asks an explicit or difficult question, the staff will use their professional judgement in deciding the best way to answer it. This may be through individual work or discussion with the child. Teachers will endeavour to answer questions as honestly as possible but questions which are not age appropriate and beyond the Key Stage 2 objectives, will not be answered or explored. If the staff member is concerned, they will share their concerns with the Headteacher who may discuss the matter with the parent, or follow other appropriate procedures.

## Child Protection / Confidentiality

Effective Sex and Relationships 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.

## Children with Special Educational Needs

Teaching and resources will be differentiated as appropriate to address the needs of children with SEN in order to enable them to access to the content of the SRE curriculum.

## Assessment and Record Keeping

Teachers use an initial and post topic assessment model in SRE to show progress in the skills, knowledge and understanding of the children (as recommended by the PSHE Association). Teachers assess work in SRE by making informal judgements as they observe the children during lessons and through discussion. We have clear expectations of what the children will know, understand and be able to do at the end of each Key Stage. At present there is no formal assessment.

## Monitoring and Review

The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching in SRE. Samples of planning and the children's work, including photographs and questioning of children, will be collected and kept in the PSHE subject file. The PSHE subject leader will support colleagues in the teaching of SRE, by giving them information about current developments and by providing a strategic lead and direction for SRE in school. The subject leader is also responsible for reporting to the Headteacher, evaluating strengths and weaknesses in SRE and indicating areas for further development. The policy will be reviewed annually.