



Policy for Sex and Relationships Education (SRE)

Date reviewed by Children & Learning Committee: February 2018

Date of next review: Autumn 2018

At Handcross School, every child is special

Aims for the School

- To make all children and staff feel safe, happy, respected, cared for and have a sense of belonging. To create a trusting atmosphere in which the spiritual life and personal qualities of the children will flourish and their growing confidence and independence nurtured.
- For there to be high expectations which inspire, motivate and challenge **every** child to learn in every aspect of a broad curriculum. For the children to learn how to think independently, develop their imaginations and have fun. For every day to be used to the full.
- To have good working relationships between all who work in the school and a strong partnership with the parents, other schools and the community.
- To create an in/outdoor environment which is attractive, lively, stimulating, informative and which supports the children's learning.
- For the learning to be based on our knowledge of *how* children learn, the preferences and interests expressed by the children themselves and from stimuli within the locality.
- For exciting and memorable lessons to be well planned and resourced, with plenty of rich, satisfying, enjoyable, multi-sensory experiences, and for lessons to be suitably differentiated to meet every individual need.
- For the good and relevant use of IT to be fully exploited.
- To set short, medium and long-term goals which challenge and stretch each individual, and for progress to be carefully tracked.
- For teachers to accurately assess individuals at every stage of the learning so that the resulting interventions have a *direct impact on the children's learning*.
- For the children to be able to talk about their progress towards their targets, and for their achievements to be celebrated.
- For the children to be prepared to lead a life within a diverse and constantly changing society, in which they will respect British values, adopt a healthy lifestyle, achieve economic well-being, and make a positive contribution.

September 2016

What is SRE?

According to the latest DfES guidance SRE is:

'...lifelong learning about physical, moral and emotional development. It is about the understanding of 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'

DfES 'Sex and Relationship Guidance', 2000.

Legal Requirements of Sex and Relationship Education Provision

All schools are required to provide SRE through the National Curriculum Science (Education Act 1996). It is recommended that schools also provide SRE as part of the Personal, Social and Health Education (PSHE) and Citizenship curriculum. (SRE Guidance DfES 0116/2000). Governing bodies have regard to the SRE Guidance. (Learning and Skills Act 2000).

Aims of SRE

Knowledge and understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, sexual health, emotions and relationships.

Attitudes and values

- Learning the importance of values and individual conscience and moral considerations.

- Learning the value of family life and stable and loving relationships for the nurture of children.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Learning how to recognise and avoid exploitation and abuse.

Staffing and Teaching Methods

Class teachers will teach the SRE work as part of Science and PSHCE. The PSHCE co-ordinator plans the progressive scheme of work to be followed from reception to Year 6. Y5/6 children are shown a DVD annually covering puberty, conception and birth and how these relate to developing relationships.

A 'question box' is placed in the classroom for children to anonymously write any questions or concerns they may have. All questions asked by the children are answered honestly at an appropriate time, bearing in mind the age, maturity and understanding of the children. If a question is asked which is considered to be inappropriate for the age and level of understanding of the child, staff will suggest that the child's parents should address the question at home.

Girls are given the opportunity to discuss any further issues e.g. managing menstruation without the boys being present.

Monitoring, evaluation and assessment

The policy will be reviewed every three years by the PSHCE co-ordinator in discussion with the staff, the Head Teacher and the Governing Body's Safeguarding Committee.

Assessment and Recording

Teachers assess the children's work in SRE by making ongoing informal judgements as they observe them during lessons and by making formal assessments of their work. Teachers record the children's achievements against the learning outcomes stated in appendix 1. This may take the form of a tick list that highlights if children are working below, within or above expectations. Teachers have a clear understanding of what the children will know, understand and be able to do by the end of each Key Stage. There are no statutory requirements for end of Key Stage teacher assessment in SRE at Key Stages 1 and 2.

Confidentiality

Staff cannot offer or guarantee complete confidentiality when children divulge information of a sexual nature to them. A significant disclosure should be shared with the Head Teacher and will be viewed as a Child Protection issue and the Child Protection Policy will be followed.

Learning Outcomes of SRE

See appendix 1.

Partnership with Parents and the Right to Withdraw

Parents of children in Y5/6 are invited to attend a meeting prior to the teaching of the Y5/6 programme of SRE. They have the opportunity to watch the DVD and look at the picture books that are shown to the children and discuss the content. Parents have a legal right to withdraw their children from dedicated 'sex education' lessons. They do not have a right to withdraw their children from those aspects of SRE that are taught in National Curriculum Science or where SRE issues arise incidentally in other subject areas.

We will work in active partnership with parents/carers, value their views and keep them informed about our SRE provision. If a parent/carer has any concerns about the SRE provision we will take time to address their concerns and allay any fears they may have. If any parents/carers decide to withdraw their child we shall work with them and their child to explore possible alternative provision.

Inclusion Statement

Staff and Governors are committed to removing barriers to learning and raising educational achievement for all children at the school. We are committed to equality of opportunity for all members of the school community regardless of special educational need, socio-economic background, gender, race, religion and sexual orientation. Members of staff are sensitive to the needs of children and their families and endeavour to prevent stereotyping that may promote sexism, racism and homophobia (see Single Equality Policy).

Learning Outcomes of SRE

By the end of Key Stage 1 pupils will be able to:

- identify and name the basic parts of the human body*
- recognise similarities and differences between themselves and others and treat others with sensitivity*
- identify and share their feelings with others
- recognise safe and unsafe situations
- identify and be able to talk with someone they trust
- be aware that their feelings and actions have an impact on others
- make a friend, talk with them and share feelings
- use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

Pupils will know and understand:

- that animals, including humans have offspring which grow into adults*
- that humans and animals can produce offspring and these grow into adults*
- the basic rules for keeping themselves safe and healthy
- about safe places to play and safe people to be with
- the needs of babies and young people
- ways in which they are like and different from others
- that they have some control over their actions and bodies
- the names of the main external parts of the body
- why families are special for caring and sharing.

Pupils will have considered:

- why families are special
- the similarities and differences between people
- how their feelings and actions have an impact on other people.

By the end of Key Stage 2 pupils will be able to:

- express opinions, for example, about relationships and bullying
- listen to and support others
- respect other people's viewpoints and beliefs
- recognise their changing emotions with friends and family and be able to express their feelings positively
- identify adults they can trust and who they can ask for help
- be self-confident in a wide range of new situations, such as seeking new friends
- form opinions that they can articulate to a variety of audiences
- recognise their own worth and identify positive things about themselves
- balance the stresses of life in order to promote both their own mental health and well-being and that of others
- see things from other people's viewpoints, for example their parents and their carers
- discuss moral questions
- listen to, support their friends and manage friendship problems
- recognise and challenge stereotypes, for example in relation to gender
- recognise the pressure of unwanted physical contact, and know ways of resisting it.

Pupils will know and understand:

- how to describe the life processes of reproduction in some plants and animals*
- how to describe the changes as humans develop to old age*

- about the physical changes that take place at puberty, why they happen and how to manage them
- the many relationships in which they are all involved
- where individual families and groups can find help
- how the media impact on forming attitudes
- about keeping themselves safe when involved with risky activities
- that their actions have consequences and be able to anticipate the results of them
- about different forms of bullying people and the feelings of both bullies and victims
- why being different can provoke bullying and know why this is unacceptable
- about, and accept, a wide range of different family arrangements, for example second marriages, adopted children, fostering, extended families and three or more generations living together.

Pupils will have considered:

- the diversity of life styles
- others' points of view, including their parents' or carers
- why being different can provoke bullying and why this is unacceptable
- when it is appropriate to take a risk and when to say no and seek help
- the diversity of values and customs in the school and in the community
- the need for trust and love in established relationships.

* The statements marked with an asterisk are part of the National Curriculum handcrscience requirements.