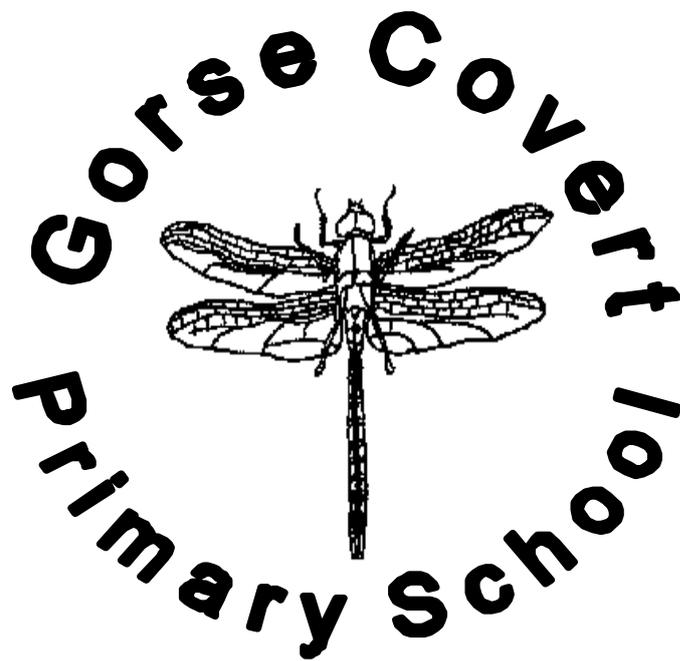


# SRE Policy



**July 16**

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## **Introduction**

At Gorse Covert Primary School we aim to provide a broad and balanced curriculum, tailored to individual pupil needs, which will enable all children to achieve their maximum potential. We strive to ensure that all pupils develop an enthusiasm for and a love of learning.

## **Sex and Relationship Education (SRE)**

Sex and relationship education forms part of that broad and balanced curriculum. It is reflected in a curriculum which builds on children's knowledge year on year, in an appropriate and sensitive way. Sex and Relationship includes the statutory requirements of the Science Curriculum, but it is broadly rooted in the PSHE Curriculum.

## **Aims**

(Reference has been made to DfEE 0116/2000SRE Guidance and Good Practice)

At Gorse Covert Primary School we aim to provide children with the opportunity to learn the importance of:

- Values and individual conscience and moral considerations.
- The value of family life, marriage, stable and loving relationships for the nurture of children.
- The value of respect, love and care.
- Considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.
- Manage emotions and relationships confidently and sensitively.
- Develop self-respect and empathy for others.
- Learn to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Learning to recognise and avoid exploitation and abuse.
- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, reproduction, sexual health.
- Prepare children for the future, regardless of sexual orientation or gender identity.
- Develop positive attitudes towards all types of family relationships, including same-sex relationships or relationships which include trans people.

## **Objectives**

(Reference has been made to DfEE 0116/2000SRE Guidance and Good Practice)

The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

## **Foundation Stage**

Key Aspects of the Foundation Stage Curriculum which relate to SRE

### **Physical Development**

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

### **Personal, Social, Health and Emotional Education**

Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

## **KS1 and KS2**

Key aspects of the PSHE curriculum which relate to SRE

### **Core theme 1: Health and Well-being**

- What is meant by a healthy lifestyle
- How to maintain physical, mental and emotional health and well being
- Ways of keeping physically and emotionally safe
- About managing change, such as puberty

- How to make informed choices about health and wellbeing and to recognise sources of help with this
- To identify different influences on health and well being

### **Core theme 2: Relationships**

- How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts
- How to recognise and manage emotions within a range of relationships
- How to recognise risky or negative relationships
- How to respond to risky or negative relationships and ask for help
- How to respect equality and diversity in relationships

### **Core them 3: Living in the Wider World**

- About respect of the self and others and the importance of responsible behaviours and actions
- About rights and responsibilities as members of families, other groups and ultimately as citizens

### **Key Aspects of the Science Curriculum which relate to SRE** **Science – Statutory Requirements**

#### **KS1**

##### Year 1

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

##### Year 2

- notice that animals, including humans, have offspring which grow into adults; find out about and describe the basic needs of animals, including humans, for survival; describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

#### **KS2**

##### Year 5 –

Pupils should be taught to:

- describe the changes as humans develop to old age draw a timeline to indicate stages in the growth and development of humans.
- recognise the changes experienced in puberty.
- work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.
- Fertilisation of eggs in relation to mammal and plant reproduction. This does not include human reproduction.

##### Year 6

Pupils should be taught to:

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

### **Provision / Implementation**

The Provision of SRE will be implemented through a clearly planned framework of Science and PSHE. This framework will be approved by the Governing Body and will be available to Parents through the school website. Parents will have the opportunity to discuss and raise issues they are concerned about by speaking to class teachers or the Headteacher.

Children need to develop confidence in talking, listening and thinking about sex and relationships. Teachers and staff need to be equipped to effectively deliver SRE. Training and support will be provided as required and assessed by the Senior Leadership Team. The relationship between School and parents will be essential in supporting children effectively through this process.

The following will be adopted by staff in order to support effective teaching:

- Establish ground rules with pupils.
- Use distancing techniques.

- Know how to deal with unexpected questions or comments from pupils.
- Use a clear and agreed teaching plan, which includes learning methods and appropriate materials.
- Encourage reflection.

### **Ground rules**

Before any SRE teaching takes place the Teachers and Children will agree Ground Rules for the teaching of this unit. This will enable teachers to create a safe environment.

Suggestions for rules:

- No one will be forced to take part in a discussion.
- Only the correct names for body parts will be used.
- The meanings of words will be explained in a sensible and factual way.
- No one (teacher or pupil) will have to answer a personal question.
- Children are able to raise concerns in a safe and confidential manner without affecting the rest of the group.
- Children to be reminded that discussion are within class and not to be discussed with younger children.

### **Distancing techniques**

Teachers will ensure the teaching of SRE is neutral and they will not share any personal beliefs, values or experiences even if asked.

### **Dealing with difficult questions or issues**

Children may test the boundaries in asking questions. Teachers need not answer inappropriate questions and will explain that they are inappropriate and explain why if necessary.

Children may ask questions which are genuine, but may not be age appropriate. Questions should be acknowledged, with a promise to return to it later. The teacher may then consult the child's parents and discuss if they would like to answer it or they would like the school to answer. An agreement about the level of information will then be reached before the teacher returns to the subject with the child.

Children may ask questions which raise concerns over Safeguarding – see Safeguarding and Confidentiality Section.

### **Upper KS2 – Parental Consultation**

As part of the preparation for Teaching of SRE in Upper Key Stage 2, the Senior Leadership Team will invite parents in to share the planned teaching programme for SRE. Information will provide parents with a clear understanding of the statutory requirements for teaching in Science and the non-statutory elements of PSHE. The aim will be to increase awareness of the curriculum and allow parents to raise any concerns and issues they may have regarding SRE, before the teaching happens. Parents will be made aware of the teaching timetable for SRE so that they are able to support their child through the process, should they wish to.

It is acknowledged that Parents have the right to withdraw their children from those aspects of sex and relationship education, not included in the Science National Curriculum.

*'If the parent of any pupil in attendance at a maintained school requests that he/she may be wholly or partly excused from receiving sex education at the school, the pupil shall, except so far as such education is comprised in the National Curriculum, be so excused accordingly until the request is withdrawn'.* Education Act 1996 (section 405)

### **Safeguarding / Confidentiality**

Teachers need to be aware that effective SRE, which brings an understanding of acceptable behaviour within relationships, may lead to disclosure of a child protection issue.

Where this happens the teacher must follow the Safeguarding Procedures in place at Gorse Covert Primary School. They should also be aware of the need to protect the rest of the group and ensure that children are given access to a safe and confidential way to raise concerns.

### **Monitoring, Assessing and Reviewing**

The implementation of this policy, the parent consultation process and the teaching of SRE will be closely monitored. A review of the entire process will take place before the end of the Summer Term and any adjustments to the policy, parental consultation or teaching will be made before the following year. The review will include teaching staff, subject leaders, the Senior Leadership Team, parents and governors.

Assessment of teaching and learning will cover both Science and PSHE objectives. The policy will be reviewed annually.

**Links with other policies**

This policy is linked with the following policies

PSHE and Citizenship

Equal opportunities

Safeguarding

E-Safeguarding

Confidentiality

Behaviour

Anti-Bullying

Science