



SRE POLICY

2018/19

<b>Document Control</b>	
Committee:	Full Board of Governors
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## **Context/Introduction**

The aims of the school are reflected in the statement from the Education Reform Act 1988 that the school curriculum should be one which

- "promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society"
- "prepares such pupils for the opportunities, responsibilities and experiences of adult life"

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health.

This policy outlines the purpose, nature and management of Sex Education at St Gilbert's.

## **Moral and Values Framework**

Sex and Relationship Education will reflect the values of the PSHE and Citizenship programme. SRE will be taught in the context of relationships.

In addition SRE will promote self esteem and emotional health and well-being and help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

## **Aims and Objectives for Sex and Relationship Education**

The aim of SRE is to provide children with age appropriate information, the opportunity to explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour.

This should take place with consideration of the qualities of relationships within families.

The objectives of Sex and Relationship Education are;

- To clarify/reinforce existing knowledge
- To raise pupils' self esteem and confidence, especially in their relationships with others;
- To help pupils understand their feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood

SRE at St Gilbert's will cover the following areas:

### **Attitudes and Values**

- Learning about the values of family life and stable relationships.
- 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 understanding of differences and with the absence of prejudice.
- Providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions,
- To manage conflict.

### **Knowledge and Understanding**

- Information about healthier, safer lifestyles
- Physical development
- Emotions, relationships and reproduction.

### **The teaching programme for Sex and Relationship Education**

#### **Legal requirements**

- Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.
- It is our intention for all children to 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.
- SRE is taught as part of the curriculum for Personal, Social and Health Education (PSHE). Sex Education will also be taught through other subjects such as Science or PE where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body or how it is changing.

All schools must teach the following as part of the National Curriculum Science Orders.

### **Implementation**

#### **National Curriculum Science**

By the end of KS1 children will learn

1. that animals including humans, move, feed, grow, and use their senses and reproduce.
2. to recognise and compare the main external parts of the bodies of humans and reproduce.
3. that humans and animals can reproduce offspring and these grow into adults.
4. to recognise similarities and differences between themselves and others
5. how to treat others with sensitivity.

By the end of KS2 children will learn

1. that the life processes common to humans and other animals include nutrition, growth and reproduction.
2. about the main stages of the human life cycle.

Such a programme will successfully follow the outline given below:

### **Foundation**

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.

#### **By the end of KS1 children will have**

- Learned about life cycles of some animals, understand the idea of growing from young to old and learn that all living things grow into adults and reproduce.
- That humans develop at different rates
- Learned about the importance of personal hygiene to maintain good health.
- In RE and Citizenship children will reflect on family relationships, different family groups and friendship.
- They will have learned about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.
- They will begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them.
- They will also have learned about personal safety
- They will be able to recognise and compare the main external parts of the bodies of humans.
- 6. Learned about the ways people live and work together
- 7. Learned that individuals have a right to their own bodies
- 8. Recognised similarities and differences between themselves and others
- 9. Treat others with sensitivity.

#### **By the end of Key Stage 2**

- In Science, children will have built on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby in Years 5 & 6.
- They will learn about the reproductive cycle of plants and animals
- Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene.
- In RE and Citizenship, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship.
- They will develop skills needed to form relationships, explore how relationships develop and change, and to respect other people's emotions and feelings.
- They will consider how to make simple choices and exercise some basic techniques for resisting pressures.
- Be responsible for their own personal safety
- Sex and relationship education should focus on the development of skills and attitudes not just the acquisition of knowledge. We teach about parts of the body and how these work and we will explain to children when appropriate what will happen to their bodies during puberty.
- In Year 5 we place particular emphasis about personal hygiene.
- In Year 5.6, the children are taught how their bodies will change during puberty as a whole class and then separate the boys and girls which will provide them with opportunity to ask questions solely on puberty.

### **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 they will be referred back to their parents.

Should any teacher have safeguarding concern about a child during the teaching of SRE it will be handled under the Safeguarding Policy procedures.

### **The organisation of Sex and Relationship Education**

Sex and Relationship Education is delivered through Science, RE, PSHE, Citizenship, literacy activities, Circle time. Sex and Relationship Education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse.

A range of teaching methods which involve children's full participation are used to teach s Sex and Relationship Education. These include use of DVD's, discussion and drama.

Sex and Relationship Education is usually delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant.

### **Parental consultation**

The school will ensure this policy is present on the school website however parents are always welcome to come into the school and discuss any concerns.

The school informs parents when aspects of the Sex and Relationship Education Programme are taught and provides opportunities for parents to view the DVD's and resources being used particularly in Year 5.6.

Parents have the right to withdraw their children from those aspects of Sex and Relationship Education, not included in the National Curriculum Science Orders but alternative work will be set for the pupil during this time. Parents must put their request in writing and detail the grounds on which they are withdrawing their child from Sex and Relationship Education.

### **Child Protection / Confidentiality**

Teachers are 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.

The staff member will inform the Head Teacher /Designated Child Protection person in line with the procedures for child protection. St Gilberts CE Primary School is fully committed to safeguarding and promoting the welfare of all its pupils. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. Our 'Tackling Extremism and Radicalisation' Policy sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremist views, by identifying who they are and promptly providing them with support.

At our school we will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally.

Please refer to our Extremism and Radicalisation policy to understand the schools position on safeguarding all our pupils.

### **Links with other policies**

This policy is linked with the following policies:

- PSHE & Citizenship
- Equal Opportunities
- Working together to Safeguard Children 2015
- Keeping children safe in Education September 2016
- Confidentiality
- Behaviour
- Anti Bullying

### **Children with SEN**

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.

**Monitoring and Evaluation**

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

The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents.

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

SRE will be included in the induction programme for all new members of staff.

This policy will be reviewed in September 2018 or as required.

Adopted by Governors ..... Date.....

**APPENDIX 1 - SRE Objectives**

Year	Topic	Learning Intentions	Learning Outcomes
Early Years	Myself and Others	To recognise some feelings To recognise that their behaviour affects other people, especially when angry	To begin to have identified some of their feelings and recognise some of the ways they express them To recognised how our feelings can influence our friendships To realise that their behaviour (words and actions) can affect other people
	Family Networks	That family and friends care for each other	To have identified family members and friends and the roles that they play To know who they can talk to at home and in school
	Body Awareness	To appreciate and value their body, its capabilities and uniqueness	To know that humans produce babies that grow into children and then into adults To consider the ways they have changed physically since they were born To begin to recognise the proper names for the external parts of the body To be able to describe some of the functions of some of some of the parts of the body
	Hygiene	To understand why hygiene is important	To explain why it is important to keep clean To understand some basic hygiene routines To understand some areas in which they can look after themselves e.g. dressing and undressing

### Two year cycle

Year	Topic	Learning Intentions	Learning Outcomes
Year 1	Myself and Others	To know the importance of valuing oneself To begin to realise that everyone is different	To describe and begin to value individuality and to recognise and celebrate their emotions, gifts and talents To know and value the different groups to which they belong To recognise similarities and differences between themselves and their peers
	Body Parts	To recognise their bodies' capabilities and uniqueness	To identify similarities and differences between themselves and the opposite gender To recognise and name, using the proper terminology parts of the body and what those parts do.
	Family	To know that there are different types of family and all families have special roles in children's lives	To be able to describe their family To understand why their families are special To identify different ways that families and individual members care for each other To have identified their special people and be able to describe what makes them special
	Friendships	To understand what friendship is	To describe what a friend does To demonstrate some skills needed to make and maintain friendships
	Choices	To recognised children can make choices	To understand that they have choices To recognise that choices and responses will be affected by different factors To recognise that some choices will be wrong and other choices will be right To identify a simple way for decision making

Year	Topic	Learning Intentions	Learning Outcomes
Year 2	Body development	To learn that humans produce babies which grow in to children and then into adults How they have changed since they were babies	To know that adults have babies that develop into children and then into adults To know some changes they have gone through from babies to now
	Looking After the Body	To learn why it is important to keep clean	To describe how to look after particular parts of the body To explain why it is important to keep clean To be able to describe and carry out basic hygiene routines To know what they can take responsibility for and know when they need help
	Safety	To have considered personal space, touch and my body	To know my body belongs to me To have considered touches that we like and do not like To have identified people we can talk to

	Secrets	To know the difference between a good secret and a bad secret	To have considered good secrets and bad secrets To have identifies who they can talk to and ask for help
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### Two year Cycle

Year	Topic	Learning Intentions	Learning Outcomes
Year 3	Self Esteem	To recognise their worth as individual by identifying positive things about themselves and their achievements and by beginning to identify an area that needs to be strengthened	To see oneself as special, to recognise strengths, abilities and personal characteristics To have begun to build self-esteem and confidence by looking at their skills and achievements To begin to identify personal areas that need improvement
	Differences and Similarities	To recognise that human differences and similarities arise from a number of factors including cultural, ethnic, racial, and religious diversity, gender and disability	To consider factors that contribute to their own identity Consider similarities and differences between people in their community Understand that people's actions and responses will be affected by different factors Be able to recognise and challenge some stereotypes
	Differences and Similarities	To recognise that human differences and similarities arise from a number of factors including cultural, ethnic, racial, and religious diversity, gender and disability	To consider factors that contribute to their own identity Consider similarities and differences between people in their community Understand that people's actions and responses will be affected by different factors Be able to recognise and challenge some stereotypes
	Decision Making	To be able to demonstrate simple decision making strategies	To recognise that choices require decisions To be able to consider different possibilities To demonstrate effective decision making skills
	Safety	To be able to use basic techniques to resist pressure	To be able to identify potential dangers in different environments To recognise that pressure to behave in an acceptable or risky way can come from a variety of sources, including media and people they know To demonstrate basic techniques to resist pressure To know who they can go to for support and help

Year	Topic	Learning Intentions	Learning Outcomes
Year 4	Emotions	To be able to communicate both positive and negative emotions in different situations	To identify and recognise in themselves a range of different emotions To understand how their emotions affect their interactions with other people To give examples of their actions which can affect the emotions of other people To appreciate that their emotions can lead them into risky situations
	Change	To appreciate that over time we change, physically and emotionally	To consider changes that can take place in our lives and those of others To appreciate as we change we are able to do different things and take on different responsibilities
	Assertiveness	To understand and be able to use assertiveness	To have practised being assertive in different situations

Two Year Cycle

Year	Topic	Learning Intentions	Learning Outcomes
Year 5	Relationships	To be aware that there are different types of relationships, including marriage and those between family and friends To identify their support network and how, when and where to find support when the people in their network cannot help	To have explored some of the differences in relationships between friends and family To be able to consider and discuss a range of family types including single parents and foster parents To have considered the meaning of the word love and the variety of different meanings that it has To have considered how other people feel in some situations and how this helps or hinders friendships To have practised skills needed to maintain relationships
	Support Networks	The physical and emotional changes that take place at puberty	Identify people in their support network and describe why they are special to them Demonstrate that they know how to ask for help and support Identify whom to ask for help in certain situations Identify some sources of outside support beyond their immediate network Identify possible risks in seeking support and how to manage these

Year	Topic	Learning Intentions	Learning Outcomes
Year 6	Resolving conflict in Relationships	To resolve differences through negotiation skills by looking at alternatives, making decisions and explaining choices	To be able to describe different types of conflict To explain actions help and hinder conflict situations To be able to recognise a win / win situation To know how to respond in these situations
	Taking Risks	To be able to explain their choices and stand by their choices in the face of pressure	To be able to identify some risks in specific situations To be able to identify what influences their decisions To understand how self-confidence, communication skills and assertiveness can help them to keep safe To have practiced voicing their concerns and their choices in the face of different pressures
	Stereo Typing	To recognise and challenge stereotyping	To be able to define what stereotyping is To be able to identify when stereotyping occurs To have explored media – music, television, magazines etc. – portrayal of stereotypical images To have practiced challenging stereotypical views in a safe environment
	Puberty and Hygiene	To be aware of the facts of the human life cycle including sexual intercourse	To name the main male and female internal and external sexual reproductive parts, using the correct terminology To be aware that puberty occurs at different times for different people and be able to explain why To identify and describe the main physical and emotional changes that take place at puberty for boys and girls To be able to identify and understand how hygiene needs to change during puberty To make clear the link between changes at puberty, sexual intercourse and the start of a baby To explore girls perceptions of boys and s perceptions of girls in a variety of situations
	Reproduction and pregnancy		To be able to explain how conception occurs in humans To be able to discuss some of the responsibilities of parenthood