



"Where children come first"

Sex & Relationships Education (SRE) Policy

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APPROVAL & ADOPTION

This policy was formally agreed and adopted at a Full Governing Body Meeting held on:

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Aims

The aims of this policy are to support:

- The development of a personal identity and to be able to value themselves and others
- The development of positive social interaction and the skills to live and work with others
- Children and young people learn how to become good parents and are able to make informed decisions in relation to their future families
- Define sex and relationships education (SRE)
- Describe how SRE is provided and who is responsible for providing it
- Say how SRE is monitored and evaluated within the schools in the federation
- Inform parents of their right to withdraw their child from aspects of SRE

'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. Research demonstrates that good, comprehensive sex and relationships education does not make young people more likely to become sexually active at a younger age.'

(SRE Guidance (DfEE 0116/2000))

Section 2.1 of the National Curriculum framework (DfE, 2013) states:

'Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.'

Children and young people grow up in a complex and ever-faster-changing world, in which they are exposed to an increasing range of influences and pressures. All schools aim to build on and complement the learning already started at home, in relation to developing moral values and attitudes, and an increasing awareness of themselves as responsible young people. Parents or adults who care for the young people we teach are the 'first time educators' of their children. Schools work in partnership with them, in developing children personally and emotionally as young citizens.

What is high quality sex and relationships education?

The principles of high quality SRE are set out below.

Sex and relationships education:

- is a partnership between home and school
- ensures children and young people's views are actively sought to influence lesson planning and teaching
- starts early and is relevant to pupils at each stage in their development and maturity
- is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent
- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services
- helps pupils understand on and offline safety, consent, violence and exploitation
- is both medically and factually correct and treats sex as a normal and pleasurable fact of life
- is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience
- uses active learning methods, and is rigorously planned, assessed and evaluated
- helps pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media
- teaches pupils about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations.
- promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs

It contributes to:

- a positive ethos and environment for learning
- safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school
- a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice
- reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying

(PSHE Association guidance, 2014)

In SRE, the skills, knowledge and attitudes developed at Aylesham Primary School will enable young people to lead healthy, fulfilling and meaningful lives in which they:

- Respect themselves as individuals, whilst developing an understanding, tolerance and respect for others and their differences, treating all people as equal
- Develop a clear set of values and attitudes, including honesty and kindness and establishing a strong moral code and keeping to it
- Value themselves as unique human beings, capable of spiritual, moral, intellectual and physical growth and development
- Learn to live and enjoy a healthy lifestyle
- Develop an active role as a member of a family, and of the community
- Value family as the foundation of a civilised society, and a firm basis for the nurturing of children
- Respect the rule of law and encourage others to do so
- Respect religious and cultural diversity and develop an understanding of the beliefs and practices of major world religions, especially Christianity as the national religion and its importance in our history, culture, language and architecture
- A well-developed SRE programme contributes towards a school ethos, supporting children and young people in their development.
- Understand the links between SRE, SMSC and British Values.

Aims and Objectives for SRE

The aim of SRE is to provide children with age-appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health-related behaviour. This takes place with consideration of the qualities of relationships within families.

The objectives of SRE are:

- to provide the knowledge and information to which all children are entitled;
- to clarify or reinforce existing knowledge;
- to promote the school's overarching values of kindness, respect and responsibility;
- to raise pupils' self-esteem and confidence especially in their relationships with others;
- to help pupils understand their sexual feelings so that they can lead fulfilling, enjoyable lives;
- to help develop pupils' develop skills eg language choice, assertiveness and make the most of their abilities
- to develop confidence to be participating members of society; valuing themselves and others;
- to help gain access to information and support;
- to develop skills for a healthier, safer lifestyle;
- to develop assertiveness skills and resilience to manage the potential negative influence of peers and the media;
- to respect and care for their bodies;
- to be prepared for puberty and adulthood.

Principles of Teaching and Learning

Organisation and schemes of work

Throughout a child's time at Aylesham Primary School their PSHE lessons will focus on their physical, moral and emotional development through circle time and structured lessons. Many issues will be addressed sensitively and these will be dealt with in an age-appropriate manner. They will learn about relationships with others, their feelings and eventually their relationship with their bodies. Sex and Relationships education is an embedded aspect of the school's PSHE curriculum and holds tangible links to other curriculum areas such as science, PE and RE, however, more specific aspects of SRE are delivered in the summer term to the whole school by class teachers.

The school's scheme of work for Sex and Relationships education is based on the CWP 'Teaching SRE with confidence – Primary' resources accredited by the national PSHE association and align with the expectations of the National Curriculum 2014 for Science and PSHE. Effective teaching of SRE involves a range of teaching strategies, including group work, circle time, debate, discussion, role-play, video clips and the use of visitors from outside agencies.

Reception Our lives	<ul style="list-style-type: none">• Our day• Keeping Ourselves Clean• Families
Year 1 Growing and Caring for Ourselves	<ul style="list-style-type: none">• Keeping clean• Growing and Changing• Families and Care
Year 2 Differences	<ul style="list-style-type: none">• Differences: Boys and Girls• Differences: Male and Female• Naming Body Parts
Year 3 Valuing difference and Keeping Safe	<ul style="list-style-type: none">• Differences: Male and Female• Personal Space• Family Differences
Year 4 Growing up	<ul style="list-style-type: none">• Growing and Changing• What is Puberty?• Puberty Changes and Reproduction
Year 5 Puberty	<ul style="list-style-type: none">• Talking about Puberty• Male and Female Changes• Puberty and Hygiene
Year 6 Puberty, Relationships and Reproduction	<ul style="list-style-type: none">• Puberty and Reproduction• Understanding Relationships• Conception and Pregnancy• Communicating in Relationships

Handling Difficult Questions

When teaching SRE it is important to set clear ground rules to ensure that pupils understand what is appropriate in a class setting.

The following guidance is available to support staff and visitors delivering aspects of the SRE curriculum:

- If a question is too personal, remind the pupil of the ground rules i.e. the right to 'pass' on a question. If the pupil needs further support, (s)he can be directed to an appropriate person or agency outside of the classroom setting
- If the adult does not know the answer it will be important to acknowledge this and use the opportunity as a collaborative learning experience
- If the question is too explicit for the majority of the class the adult should acknowledge it and promise to return to it later individually
- If the question raises concerns of sexual abuse, the adult should follow the school's Child Protection procedures.

Differentiation and Additional Educational Needs

Throughout their school life children and young people will have varied life experiences and a range of attitudes and feelings. Lessons should be planned to allow their perceptions to be articulated, with all contributions being valued and respected.

Whatever their chronological age, children and young people will be at very different levels of maturity, this needs to be taken into account when deciding what to teach and how to approach the issue most effectively. The teacher needs to take into account the maturity of the majority of pupils in the group. When there is no significant difference in the chronological age and the maturity of the pupils it is important to ensure that the teaching is conveyed in a language that is accessible to the pupils.

The programmes of study cater for the differing learning styles of all pupils. Teachers will use ongoing assessment to ensure that the needs of all pupils are met and that all children are able to access the SRE curriculum.

Delivery of SRE Curriculum

The Headteacher and governors are responsible for the content of the SRE curriculum in conjunction with the relevant curriculum coordinators for Science, PSHE and Curriculum.

There may be times when single gender groups are taught individually as part of the delivery of the SRE curriculum, for example puberty talks.

Equal Opportunities

Resources and teaching materials used to deliver SRE will be chosen to reflect the cultural and ethnic diversity of society as far as is possible. Resources are selected and checked for stereotyping, bias and prejudice.

Working in Partnership with Parents

Parents are the key people in teaching their children about SRE and helping them to cope with the physical and emotional aspects of growing up. They are the main contributors to children's development of values and attitudes and their understanding of feelings.

Resources used specifically in the delivery of SRE in upper Key Stage 2 will be made available for parents to view at a parents meeting held prior to the use of them with the children. Parents will be invited to discuss any questions or concerns with staff at this parents meeting.

Parents have the right to withdraw their child from some aspects of the taught SRE curriculum; this excludes the elements of SRE that are included in the statutory aspects of the National Curriculum. Where parents chose to withdraw their children they must do so in writing and the school will make alternative arrangements for the child in these timetabled sessions.