



**WEST
ST LEONARDS**
PRIMARY ACADEMY

Sex and Relationship Education Policy

AIMS:

This policy is a working document which provides guidance and information on all aspects of SRE in the school for staff, parents/carers and governors. It is accessible to all of these groups and available on request and on the website.

SRE has links with Science, PSHE, Drugs, Behaviour, Safeguarding, Confidentiality, Anti-Bullying, Health and Safety and Support for Vulnerable pupils.

SRE Policy

Context

The policy was written with reference to the following Government initiatives and guidance:

- Sex and Relationship Education Guidance, DFEE (2000)
- SRE Core Curriculum for London, Government Office for London/PSHE Association (2009)
- Are you getting it right – A toolkit for consulting young people on sex and relationships education, Sex Education Forum/National Children's Bureau (2008).
- Sex and relationship education, healthy lifestyles and financial capability, QCA (2005)
- A Positive Approach – Guidance on Teaching Relationships Education in Schools, Greenwich Education Service (2001).

Moral and Values Framework

The SRE programme reflects the school ethos and demonstrates and encourages the following values:

- Respect for self;
- Respect for others;
- Responsibility for own actions;
- Responsibility for family, friends, schools and wider community.

Equal Opportunity Statement

West St Leonards Primary Academy is committed to the provision of SRE to all pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where children with Special Educational Needs are given extra support.

Content

Foundation Stage

The children will focus on keeping clean in the various daily experiences explored in Early Learning Goals.

Hygiene/Handwashing – The children will learn the importance of keeping hands clean and practise thorough hand washing methods. They will know when they are expected to wash their hands such as before eating, after using the toilets, etc.

Hygiene/Using tissues – the children will learn that tissues are useful to catch sneezes and colds to avoid spreading germs. They will learn how to dispose of soiled tissues.

SRE Policy

Key Stage 1 - Curriculum Overview consisting of three lessons each year

Year 1 – Growing and Caring for Ourselves (PSHE Framework: 3e, 4d, 4c)

- Lesson 1: Keeping Clean. Learning intention: To understand some basic hygiene principles. The children will learn how to keep clean and look after oneself.
- Lesson 2: Growing and Changing. Learning intention: To introduce the concept of growing and changing. The children will know how people grow and change and understand that babies become children and then adults. They will begin to know that there are differences between boy and girl babies (National Curriculum Science SC2/1b).
- Lesson 3: Families and Care. Learning intention: To explore different types of families and who to ask for help. They will learn there are different types of families and know which people we can ask for help (SC2/2a).

Year 2 - Differences (PSHE Framework: 3e, 4d, 4c)

- Lesson 1: Differences: Boys and Girls. Learning intention: To introduce the concept of male and female gender stereotypes and to identify differences between males and females. The children will talk about the ways boys and girls can be the same and different; understand that some people have fixed ideas about what boys and girls can do and describe the difference between male and female.
- Lesson 2: Differences: Male and Female. Learning intention: Describe some differences between male and females and to understand how this is part of the lifecycle. The children will be able to describe some differences between male and female animals; differences between boys and girls and understand that making a new life needs a male and a female (SC2/1b).
- Lesson 3: Naming the Body Parts. Learning intention: To focus on sexual difference and name body parts. The children will be able to describe the physical differences between males and females and name the male and female body parts (SC2/2a).

Key Stage 2 - Curriculum Overview

Year 3 – Valuing Difference and Keeping Safe (PSHE framework 1b, 4e, 3c 3e, 4c 4g)

- Lesson 1 – Differences: Male and Female. Learning intention: To explore differences between males and females and to name the body parts. They will know some differences and similarities between males and females and name body parts using agreed words.

SRE Policy

- Lesson 2 – Personal Space. Learning intention: To consider touch and to know that a person has the right to say what they like and dislike. This will include being able to talk about ways of dealing with unwanted touch.
- Lesson 3 – Family Differences. Learning intention: To explore different types of families and who to go to for help and support. They will understand that all families are different and have different family members and identify who to go to for help and support.

Year 4 – Growing Up (PSHE Framework 1d, 3c)

- Lesson 1 – Growing and Changing. Learning intention: To explore the human lifecycle. The children will be able to describe the main stages of the human lifecycle and describe the body changes that happen when a child grows up.
- Lesson 2 – Body Changes and Reproduction. Learning intention: To identify some basic facts about puberty, reproduction and pregnancy. They will know that during puberty the body changes from a child into a young adult; understand why the body changes during puberty and identify some basic facts about pregnancy (Sc2/1a, 2f). The working party agreed that the use of the term 'sperm' is not necessary for this year group and will be introduced at a later stage.
- Lesson 3 – What is Puberty? Learning intention: To learn about the physical changes associated with puberty. They will learn about the physical and emotional changes that happen in puberty and know that each person experiences puberty differently (SC2/1a, 2f). The working party agreed that the worksheet to support puberty needed the flexibility to be adapted according to the cohort.

Year 5 – Puberty (PSHE Framework 1d, 3c)

- Lesson 1 – Talking About Puberty. Learning intention: To explore the emotional and physical changes occurring in puberty. The children will be able to explain the main physical and emotional changes that happen during puberty and ask questions about puberty with confidence (Sc2/1a, 2f). The working party agreed that sex hormones will be referred to simply as hormones and that a question box needs to be available in the classroom to accommodate children who find it easier to write their concerns.
- Lesson 2 – Male and Female Changes. Learning intention: To understand that male and female puberty changes in more detail. They will understand how puberty affects the body and emotions. The children will be able to describe how to manage physical and emotional changes (Sc2/1a, 2f). The working party agreed that girls and boys need to understand about each other but it will be taught in separate gender lessons.
- Lesson 3 – Puberty and Hygiene. Learning intention: To explore the impact of puberty on the body and the importance of physical hygiene; to explore ways to get support during puberty. The children will be able to

SRE Policy

explain how to stay clean during puberty; describe how emotions change during puberty and know how to get help and support during puberty (Sc2/1a, 2f).

Year 6 – Puberty and Reproduction – (PSHE Framework 3c, 4c)

- Lesson 1 – Puberty and Reproduction. Learning intention: To consider puberty and reproduction. The children will be able to describe how and why the body changes during puberty in preparation for reproduction; talk about puberty and reproduction with confidence (SC 2/1a, 2f).
- Lesson 2 – Relationships and Reproduction. Learning intention: To consider reproduction in the context of relationships. They children will be able to discuss different types of adult relationships with confidence and explain how babies are made (SC 2/1a, 2f). The working party agreed that there must be a huge emphasis on relationships.
- Lesson 3 – Conception and Pregnancy. Learning intention: To explore the process of conception and pregnancy. They children will know basic facts about pregnancy and conception and realise decisions that have to be made before having a baby (SC 2/1a, 2f).

Organisation

SRE should not be delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social Health and Economic Education (PSHE) and Citizenship throughout all phases. At West St Leonards Primary Academy the main content will be delivered through the Science curriculum. Where possible we create topic based opportunities and the children will learn about SRE through Life Processes.

SRE is normally delivered by the class teachers, who will teach it in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.

Resources to support SRE implementation

The Christopher Winter Project - Keeping Clean pictures/posters, Lifecycle picture cards, Lifecycle word cards, Pictures of families, Boy/girl labels, Body part pictures, Hoop labels, worksheets, Clothed Baby Picture cards, Puberty Changes Teacher Guide, Pictures of Male and Female Reproductive Organs, Anonymous question template, Male pictures, Puberty Game Card, What is the Menstrual Cycle? Cards/game, Puberty Problem page, Problem Page Teacher Guide, Puberty Bingo, Puberty Changes Teacher Guide, Puberty Changes Body Part card, Reproduction question sheet, Reproduction answer cards, Reproduction summary, Relationship pictures, How Does A Baby Start? Cards/Summaries, Conception and Pregnancy statements/answers and Conception and Pregnancy Quiz/answers.

SRE Policy

We have purchased the Living and Growing Series (DVD). However, it will only be used if it is deemed suitable for the class and teachers will be selective in its use to support learning.

Useful internet addresses

www.toysnfun.co.uk, www.channel4.com/learning, www.fpa.or.uk/shop
www.bbc.co.uk/science/humanbody/body/interactives/lifecycle/teenagers/
http://kidshealth.org/misc/movie/bodybasics/bodybasics_fembale_repro.html

Reading Material

Happy Families - Allan Ahlberg, Princess Smarty Pants - Babette Cole, William's Doll - Charlotte Zolotow,
Who's in a Family? - Robert Skutch, Amazing Grace – Mary Hoffman and Caroline Binch, The Family Book – Todd Parr, Tell Me About The Night I Was Born – Jamie Lee Curtis, Nutmeg Gets a Little Sister – Judith Foxon, Spark Learns to Fly – Judith Foxon, Hair in Funny Places – Babette Cole, Let's Grow with Nisha and Joe booklets.

In addition, Circle Time activities will be used as a tool for learning with an emphasis on the children being safe and raising their self-esteem.

Answering Sensitive Questions

Both formal and informal SRE arising from pupils' questions are answered according to the age and the maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually at a later stage. Parents will be contacted if deemed appropriate. Varying ways of gathering pupil questions are used e.g. class post boxes. The school believes that individual teachers must use their skill and discretion in this area and refer to the School Lead person for Safeguarding if they are concerned.

West St Leonards Primary Academy believes that SRE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

- Curriculum plans and resources recognise diversity in families.
- Homophobic bullying is recognised and will be dealt with strongly and specifically.

Effective teaching and learning in SRE can be hampered by a lack of confidence in answering sensitive or difficult questions. Therefore, at West St Leonards Primary Academy, professional development will be matched to this need.

SRE Policy

Specific Issues within SRE

Parents/Carers have the right to withdraw their children from all or part of the Sex and Relationships Education provided at school except for those parts included in statutory National Curriculum Science.

Those parents/carers wishing to exercise their right are invited to see the Principal who will explore any concerns, establish which aspects of SRE are non-statutory and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed.

Outside Visitors

Teachers will lead on teaching SRE in the classroom and outside visitors are used for support as part of an integrated programme of work.

Visitors will be advised on their integration into the SRE programme and the expectations of their input will be made clear from the beginning. A teacher will always be present in the classroom during any lesson carried out by an outside visitor. However, it is recommended that alternative members of staff within the school may be used to support the provision of SRE, such as nurses.

If external contributors are involved, the school will ensure that:

- they are clear about the desired learning outcomes before deciding who is best able to help achieve them;
- the external contribution is integrated into the school's programme, rather than being an isolated event;
- the external contributors are competent educators and facilitators and do not provide input outside of their area of expertise;
- where possible, pupils are involved in the preparatory and follow-up work, e.g. writing an invitation and thank you letters;
- the content of the lesson is negotiated to ensure that it meets the needs of pupils and is consistent with the overall aims of the SRE programme;
- the contribution is grounded in a pupil-centred approach to learning, which may involve assessing educational needs;
- the input from visitors is **monitored and evaluated** by staff and pupils. The evaluation informs future planning.

Vetting external contributors and safeguarding

Any visitor to the school who has unsupervised access to children or who works in the school on a regular basis will be subject to (Formally CRB) checks.

SRE Policy

Assessment for Learning

Elements of the sex education in the science curriculum are assessed formally. Assessment and evaluation of the SRE programme outside the science order is conducted using a variety of informal activities which have been built into the programme. This could include peer assessment and self-assessment. Teachers delivering SRE should constantly evaluate their lessons to inform future planning.

The Role of the Co-ordinator

Name: Sara Williams

Roles and duties of the school SRE co-ordinator

- To ensure all teachers have access to the SRE policy and Christopher Winter Project.
- To provide teachers and children with the necessary resources to fulfil the requirements of SRE.
- To ensure parents/carers have the opportunity to review the resources intended to fulfil the requirements of SRE.
- To ensure staff monitor and evaluate SRE on a regular basis.
- To encourage staff to review SRE teaching to inform future planning.
- To identify CPD needs, linked to the school development plans and performance management targets.

Lead Governor for SRE

Name:

Role and duties of the above person

- To play a key role in the development of the school's policy on SRE
- To play a key role in the monitoring and development of SRE.
- To ensure the policy is made known to the whole school community.

Confidentiality and Safeguarding

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named safeguarding lead in school, who takes action as laid down in the Safeguarding Policy. All staff are familiar with the policy and now the identity of the member of staff with responsibility for safeguarding issues.

The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

SRE Policy

Copies of the SRE policy are available from the school office on request from parents. It can also be accessed along with other policies on the West St Leonards Primary Academy website.

West St Leonards Primary Academy believes in the importance of appropriate staff training to enable staff to deliver effective SRE. The co-ordinator should access courses or INSET opportunities to assist staff involved in the delivery of SRE. Whole school training needs are identified through monitoring and evaluation processes and are built into regular CPD opportunities.

The SRE/PSHE Co-ordinator facilitates the gathering of policy feedback to inform changes to the policy.