



Guiding us  
step by step  
into the future

# Sex and Relationship Education Policy (SRE)

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Sub-Committee responsible	Curriculum
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Date approved at Governing Body	
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## Document Version Control

Issue Number	Issue Date	Summary of changes
1.0	Feb 2006	
1.1	Nov 2008	Re - write in line with new PSHCE Scheme of Work
1.2	Jan 2010	Updated in line with latest DFE guidance 2010
1.3	Jan 2012	Reviewed

# Warden Hill Primary School

## **1. Introduction**

1.1 The school's programme of Sex and Relationship Education (SRE) will be embedded within the school's Personal and Social Health and Citizenship Education curriculum (PSHCE) and will help children to respect themselves and others. The programme is tailored to the age and the physical and emotional maturity of the children and is delivered by the school staff and invited professionals.

1.2 Parents and carers have the right to withdraw their children from some or all of the curriculum after discussion with the head teacher and if the school is notified in writing, but not from the biological aspects of human growth and reproduction provided under the National Curriculum Science. If a child is withdrawn they will have the opportunity to work with another class.

## **2. Definition**

2.1 Sex and Relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, family life, respect, love and care.

2.2 It is also about the teaching of sex and sexual health.

## **3. Rationale**

3.1 At Warden Hill Primary School we believe that PSHCE will help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens.

3.2 SRE is an integral part of PSHCE. It is an intrinsic part of the physical, intellectual and emotional growth of an individual. Other school policies are relevant to our provision of SRE: PSHCE, Child Protection, Confidentiality, Behaviour, Anti-bullying. This SRE policy will be made available to staff on the school network and on the school website.

This policy is consistent with national guidance, in particular 'Sex and Relationship Education Guidance to Schools' DfEE 2010. It also reflects recommendations from OfSTED, the National Healthy Schools Standards and the Sex Education Forum.

We are engaged in the following areas of work, which support this policy and the delivery of effective SRE: National Healthy Schools Programme, Social and

## Emotional Aspects of Learning (SEAL) Programme, Continuing Professional Development for teachers of PSHCE

This part of our SRE policy is the responsibility of the governing body and has been devised through discussion with staff at a staff meeting and by the PSHE Subject leader and reviewed by staff.

### 4. Aims

- To provide a secure, sensitive and caring framework where learning and discussion can take place
- To provide information which is easy to understand, relevant and appropriate for the needs, age and maturity of the pupils
- Encourage the use of correct vocabulary.
- To foster self worth and awareness, together with a sense of moral responsibility
- To help the children to acquire and practise important life skills such as critical thinking, decision making, communication and assertiveness.
- To ensure that sex education is available to all children regardless of gender, ability, cultural or religious background in line with the school's policy on equal opportunities
- Develop interpersonal and communication skills
- Develop positive values and a moral framework that will guide their decisions and behaviour
- Develop understanding of the value of Family life, of marriage and stable relationships as a positive environment for bringing up children
- Respect themselves and others, their views, backgrounds, cultures and experiences
- Develop loving, caring relationships based on mutual respect
- Be able to name the parts of the body and understand the process of human reproduction
- Be prepared for puberty and the emotional and physical effects of body changes
- Recognise and avoid exploitative relationships
- Value, care for and respect their bodies

## 5. Provision

5.1 We consider SRE to be a continuous process of learning, as described in the Entitlement Curriculum for SRE. All adults working with young people have a part to play in supporting the delivery of SRE.

The objectives of the SRE Curriculum will be primarily delivered in:

- PSHCE through designated lessons, circle time, focused events, health weeks, conference days
- Other Curriculum areas, especially Science, English, RE and PE
- Enrichment Activities, especially our assembly programme, visits from the Life Education Centre, social skills groups, involvement in schools trips and adventurous activities

Specific Units of Work on SRE are planned into our teaching programme at YR, Y1, Y3, Y5. (As described in our PSHCE Topic Map/ Personal Development Programme Plans see Appendix 1).

## 6 Teaching Methodologies

**6.1 Ground Rules:** It is essential that SRE is carried out in a safe, non-judgemental environment where adults and young people are confident that they will be respected. Specific ground rules will be established at the beginning of any SRE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language
- The asking and answering of personal questions
- Strategies for checking or accessing information

### 6.2 Answering Questions

We acknowledge that sensitive and potentially difficult issues will arise in SRE as young people will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims for SRE. Adults will be supported in deciding on issues which are suitable for whole class discussion and which are best dealt with in smaller groups or referred to parents or other sources of support, such as health professionals. When answering questions, we shall ensure that personal revelation of sexual behaviour or attitudes by adults or pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to the designated Child Protection Officer in line with school policy.

### 6.3 Distancing Techniques

In order to reduce embarrassment and protect young people's privacy, we will employ teaching and learning strategies which enable pupils to discuss issues without reference to personal experience. For example, we will use DVDs to enable young people to share ideas and opinions and practise their decision-making skills in a safe learning environment.

## **6.4 Inclusion**

We understand the importance of ensuring that all young people in our school receive their entitlement to SRE. We will carefully consider gender, culture, learning needs, sexual orientation and background when planning and delivering SRE.

In relation to ethnicity, religion and cultural diversity, we value the different backgrounds of our young people and, in acknowledging different views and beliefs, seek to promote tolerance and understanding.

In order to ensure the SRE Curriculum meets the needs of all:

- We will not promote one particular lifestyle over another
- We will not seek to gain consensus, but will accept and celebrate difference
- We will encourage respect and discourage exploitation
- We will not ask young people to represent a particular religious or cultural group to their peers, unless they choose to do so

In relation to those with special educational needs, we are committed to ensuring that all young people receive their entitlement to SRE. We will review our SRE provision to ensure that all those with additional needs are provided for. When working with young people with additional needs we will consider:

- Their level of vulnerability
- Their need to learn and demonstrate appropriate behaviour
- The need to promote self-esteem and body image
- The need to involve all staff including ancillary staff and carers in policy development, planning and training
- The management of personal care
- Clarity about sources of support for pupils

## **7. Assessment, Reporting and Recording**

7.1 Notes will be taken of individual responses to SRE units of study and included in assessment of progress in personal and social development.

## **8. Child Protection**

8.1 All staff are aware of child protection procedures.

## **9. Staff Support and Development**

9.1 It is appreciated that some staff may feel less comfortable with this area of the curriculum. All staff will be supported with appropriate training and support and if preferred, alternative staff or visiting professionals may be asked to deliver the curriculum.

## **10. Governing Body**

10.1 We have a governor responsible for PSHCE and Citizenship which includes SRE.

## **11. Monitoring and Evaluation**

11.1 The coordinator will monitor coverage and the effectiveness of this policy within the framework of the school monitoring timetable.

11.2 The designated PSHCE governor will monitor the subject.

## APPENDIX 1

### ***Primary Sample Letters to Parents from the Cambridgeshire Scheme of work***

There are many ways of informing parents about the content of SRE and encouraging them to become involved in it. These letters are intended to be adapted according to schools needs. Schools should ensure that their SRE policy describes action which will be taken to ensure parental involvement with SRE. One sample letter is included for each level of the Entitlement Curriculum for SRE.

#### Samples

Reception

Dear Parent/Carer,

#### **Re: Reception Sex and Relationships Education**

We will shortly be beginning some work in Reception about 'Growing and Changing'. This work forms part of an ongoing programme of Sex and Relationships Education, which we deliver throughout the school. The 'Growing and Changing' topic covers some elements of Science and some Personal Social and Health Education (PSHCE).

Your children will be engaging with the following questions as part of this work:

- How can I be a good friend?
- What do I feel and how can I tell other people?
- When can I help myself and when should I ask for help?
- What can my body do and what is it good at?
- What does my body look like?
- What do I need to do to keep clean and healthy?
- When should I say 'No' and how should I say it?

We encourage you to discuss any of these areas with your children before during or after our topic, as children and young people say that they greatly value being able to talk their parents about these issues.

Our 'Growing and Changing' Unit of Work is based on the Cambridgeshire PSHCE Scheme of Work. We have carefully reviewed the resources we use to support our teaching, to ensure they are appropriate to the age and needs of the children.

If you would like to discuss any issues relating to our work on 'Growing and Changing', or to find out more about the lessons, please contact a member of staff.

Yours faithfully,

Year 1 and 2

Dear Parent/Carer,

Year One

We will shortly be beginning some work in Year 1 and 2 about 'Growing and Changing'. The 'Growing and Changing' topic covers some elements of Science and some Personal Social and Health Education (PSHCE).

Your children will be engaging with the following questions as part of this work:

- Who is special to me and why?
- What are my friends like and how are we different?
- What are the different emotions I might feel?
- Who can I share my emotions with?
- What can I do to look after my body?
- How is my body special?
- How do babies change and grow?
- What are the names of the main parts of the body (including the correct names for intimate body parts should the need arise.)
- What are my responsibilities now I'm older?

If you would like to see our planning please let us know.

Yours faithfully,

Year One staff.

Year 3

Dear Parent/Carer

After half term we will be beginning some work about 'Growing and Changing'. This work forms part of an ongoing programme of Sex and Relationships Education, which we deliver throughout the school. The 'Growing and Changing' topic covers some elements of Science and some Personal Social and Health Education (PSHCE).

Your children will be engaging with the following questions as part of this work:

- What can I do when friendships go wrong?
- How do people live their lives differently to me?
- Why is it important to stay clean?
- How do parents care for babies?
- What can I do for myself to keep clean and healthy?
- How are males and females different and what are the different parts called including: the correct scientific names for all parts of the body including names for the sexual parts?
- What does it mean to be grown up?
- What am I responsible for now and how will this change?
- How do my actions and emotions affect the way others feel?
- Who can I talk to about the way I feel?

We encourage you to discuss any of these areas with your children before during or after our topic, as children and young people say that they greatly value being able to talk their parents about these issues.

Our 'Growing and Changing' Unit of Work is based on the Cambridgeshire PSHCE Scheme of Work. We have carefully reviewed the resources we use to support our teaching, to ensure they are appropriate to the age and needs of the children.

You have the right to withdraw your child from the elements of SRE which are not included in the National Curriculum for Science. Please contact Mr Jones if you would like to discuss this. If you would like to discuss any issues relating to our work on 'Growing and Changing', or to find out more about the lessons, please contact us and we will be happy to show you our schemes of work.

Yours faithfully,

Year 5

Dear Parent/Carer,

**Warden Hill Primary School**  
**Policy Version Number: 1.0**

**Policy: SRE Policy**  
**Page 9 of 11**

## Re: Year 5 Sex and Relationships Education

We will shortly be beginning some work in Year 5 and Year 6 about 'Growing and Changing'. This work forms part of an ongoing programme of Sex and Relationships Education, which we deliver throughout the school. The 'Growing and Changing' topic covers some elements of Science and some Personal Social and Health Education (PSHCE).

Your children will be engaging with the following questions as part of this work:

- What qualities do I value in people; both those I know and those who are my role models?
- What practical methods can I use to maintain and improve my relationships?
- What sort of relationships do I have and how have they changed?
- What does it mean to respect others, especially other lifestyles and beliefs?
- What happens to the bodies of boys and girls when they reach puberty?
- Does everyone change at the same rate?
- How are babies made?
- How can I keep my growing and changing body clean?
- How can I stop germs spreading?
- How can I express my feelings positively as I grow up?
- What should adults think about before they have a baby?
- Why are love and trust important?

We encourage you to discuss any of these areas with your children before during or after our topic, as children and young people say that they greatly value being able to talk their parents about these issues.

Our 'Growing and Changing' Unit of Work is based on the Cambridgeshire PSHCE Scheme of Work. We have carefully reviewed the resources we use to support our teaching, to ensure they are appropriate to the age and needs of the children.

You have the right to withdraw your child from the elements of SRE which are not included in the National Curriculum for Science. Please contact the Head Teacher if you would like to discuss this. If you would like to discuss any issues relating to our work on 'Growing and Changing', or to find out more about the lessons, please contact your child's teacher.

Yours faithfully,