

Policy for SRE (Sex and relationships Education)

Rationale

- 1.1 Park Gate Primary School is committed to the teaching of Relationships and Sex Education. It will be taught as part of our PSHE education (Physical, Social, Health and Economic Education.)
- 1.2 In Sex Education children will:
 - Learn about and understand physical development appropriate to the age and stage of the child
 - Be given factual knowledge and encouraged to explore the facts
 - Learn about family-life and loving relationships for the nurture of children
 - Learn about managing emotions
 - Learning about human reproduction
 - Learn about ways to look after their bodies whilst growing up
 - Encourage awareness, respect, confidence and responsibility for oneself and others
 - Examine opinions and concepts and encourage discussion
- 1.3 Emotions are difficult to describe but need to be explored. We follow and draw from the guidelines of the DfEE (011612000), Ofsted (HMI 433), HCC Guidelines (PSHE Guidelines) and local SRE forums.

2. Curriculum Content

There is crossover with the National Curriculum for Science (See Appendix 1.)

- 2.3 Where appropriate, programmes from the Channel 4 Sex Education television series will be used to enhance the above objectives. The programmes have nine units entitled "Living and Growing". Units 1 to 3 are suitable for primary age children and are as follows:
 - **Unit 1:** Differences; how did I get here, Growing up (age 5-7)
 - **Unit 2:** Girl Talk, Boy Talk, Changes; (age 7-9)
 - **Unit 3:** How babies are made, how babies are born; let's talk about sex (age 9-11)
- 2.4 Before the programmes are seen by the children, parents will have the opportunity to view the programmes and comment on the content should they wish to do so. We will discuss the programme of study with parents and explain the legal requirements involved with teaching Sex Education.

3. Teaching Approaches

- All relationships and sex education needs to be undertaken sensitively within an atmosphere of trust and security
- Children must never be placed in a situation where they feel pressured to contribute personal information or experience
- Educational materials such as video recordings, leaflets and pictures will only be used in support of the curriculum content outlined above
- Parents will be consulted about the detailed content of SRE before elements of the curriculum are delivered (including any video material to be used)
- Children may be taught in separate gender groups or in small groups for some aspects of SRE if this is felt to be appropriate when considering their emotional maturity
- Children will be free to raise their own concerns and can expect teachers to deal with these sensitively. Issues which go beyond the parameters of the curriculum content outlined above will

either be dealt with if needed and the parent informed, or redirected to either a parent / guardian or, in extreme circumstances, in accordance with Child Protection procedures.

4. Dealing with questions

Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting. Many teachers are concerned about responding to unexpected questions or comments from pupils in a whole-class situation. Having a set of ground rules should reduce the chances of this happening but teachers will need support and training so that they are prepared for the unexpected. For example:

- If a question is too personal, the teacher should remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as a school counsellor, school nurse, helpline, or an outside agency or service;
- If a teacher doesn't know the answer to a question, it is important to acknowledge this, and to suggest that the pupil or teacher or both together research the question later;
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In this way, the pupil will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect the teacher must remember to talk with the pupil later; and
- If a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school's child protection procedures.

5. Parents/guardians right of withdrawal

- 5.1 Parents/guardians have the right to withdraw their children from SRE provided at school, **except** those parts covered by the National Curriculum for Science (which are essentially the knowledge that reproduction is a fundamental life process and the main stages of the human life cycle). Parents need to inform the school in writing if they wish to withdraw their children.
- 5.2 We encourage parents/guardians to educate their children in the area of relationship and sex, and hold a list of useful teaching material which might support them in this area.

6. Health Warning

- 6.1 There is a concern that if your child is withdrawn from the school SRE activities and the subject has not already been approached at home, the child **might** first hear about it through the playground. Therefore, we actively encourage parents to join us in this area
- 6.2 Should a girl tell a member of staff she thinks her period has begun; the member of staff will do two things:
1. Offer sanitary protection in the form of a towel, then;
Either: 2a. Ask the child if she wishes her parents to be informed by phone call before the end of school
Or: 2b. A letter will be sent home to inform the parents / carers that the school provided sanitary protection for their child that day.

7. The role of governors

- 7.1 The governing body has the responsibility of setting down these general guidelines and communicating with parents. It has been shared with all staff and governors, with opportunities for discussion, and has been made available to all parents via the website and prospectus. The

governors will support the school staff in their delivery of a relevant curriculum and will liaise with the LEA and health organisations to ensure the policy is updated in line with the best advice available.

8. The role of parents

8.1.1 The school is well aware that the primary role in children's PSHE education lies with parents. We wish to build a positive and supportive relationship with our parents through mutual understanding, trust and co-operation. In promoting this we will:

- Inform parents about this policy;
- Answer any questions parents may have about the PSHE education their children receive in school;
- Take seriously any issues which parents raise with teachers or governors about this policy or the arrangements for PSHE education.
- For some children it is not culturally appropriate to address particular issues in a mixed group. Consulting pupils and their families will help to establish what is appropriate and acceptable for them.

9. Monitoring and review

9.1 The PSHE Subject Leader is responsible for monitoring the children's standards of work and the quality and content of the teaching programme. The subject leader will support colleagues by giving them information about current developments in the subject, with details of available training, and by providing a strategic lead in the development and direction of the scheme.

9.2.1 The Curriculum Committee of the Governing Body will review this policy every three years. If the policy needs modification, the Committee will report their findings to the full Governing Body.

Appendix 1

Science objectives which link to SRE

2.1 *Key Stage 1*

- To recognise similarities and differences between themselves and others and treat others with sensitivity *
- To know that individuals have rights over their own bodies and that there are differences between good and bad touches
- To recognise a range of human emotions and ways to deal with these in order to live and work happily together
- To recognize the main parts of the body and understand the concept of male and female *
- *That humans and animals can produce offspring and these will grow into adults

2.2 *Key Stage 2*

- To know there are many different patterns of human relationships and to be able to talk about their own relationships
- To know about the physical, emotional and social changes that take place at puberty. *Puberty will be introduced in year 5 and reinforced in year 6*
- To know about how changes during puberty affect the body in relation to hygiene
- To know about the main stages of the human lifecycle *
- To know that the life processes common to humans and other animals include growth and reproduction *
- To know about the basic biology of human reproduction and some of the skills required for parenting
- To understand pregnancy and birth.

Appendix 2

SRE programme of study across KS1 and KS2

By the end of Year 2 pupils will be able to:

- Recognise and compare the main external parts of the human body
- Recognise similarities and difference between themselves and others with sensitivity
- Make a friend, talk with them and share feelings.
- Recognise safe and unsafe situations
- Be aware that their feelings and actions have an impact on others
- Use simple rules for dealing with strangers and resisting pressure when they feel uncomfortable or at risk.
- Identify and share their feelings with others.
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By the end of Year 6 pupils will be able to:

- Form opinions that they can articulate to a variety of audiences.
- Recognise and challenge stereotypes, for example in relation to gender.
- Express opinions, for example about relationships and bullying
- Be self-confident in a wide range of situations such as seeking out new friends
- Listen to, support their friends and manage friendship problems.
- Identify adult they can trust and who they can ask for help
- Recognise the pressure of unwanted physical contact and know ways of resisting it.
- Recognise their changing emotions with friends and family and be able to express their feelings positively.
- Recognise their own worth and identify positive things about themselves.
- Discuss moral questions (P4C)

SRE overview

Reception – All about me

Children discuss their families and how children have changed since they were a baby.

Year 1 – Ourselves

Children recognise that all animals reproduce young which grow into adults and eventually die.

Look at stages of growth including humans (Life cycle of a human)

Year 2 - Keeping Safe (Visit from Fire Service)

As a part of the 'heros' topic, children learn about who keep us safe. Discuss how to keep ourselves safe.

Year 3 – Germs

Understand the importance of washing daily, regularly washing out hands when you have been to the toilet and before and after eating. Recognise they are growing older and it is important to take responsibility for their own hygiene.

Year 4 – Healthy living

Through science topic, children learn about looking after their teeth and bodies. Children learn about keeping their minds healthy by managing their emotions. They will also learn about their digestive system and how diet impacts our health.

Year 5 – Puberty

Recognise and understand the changes that their bodies will go through during puberty. Understand that the body changes so that one day it will be able to reproduce (if they choose too). Recognise the importance of keeping their bodies clean and healthy. Understand the need to wash regularly, perhaps use deodorant and change clothes whilst going through puberty and beyond.

Year 6 - Conception

Recognise what happens to male and female bodies when they go through puberty. Understand that is due to this process that humans are able to reproduce. Recognise their relationships with friends and families will change as a result of growing older. Understand that a baby is made from a sperm from the father and an egg from the mother from the mother and how conception occurs. Understands how a baby develops in the womb and how it is born.