



Fleet Primary School

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Sex and Relationship Education (SRE) Policy

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1. Purpose

The purpose of the policy is to:

- Give information to staff, parents and carers, governors, pupils and outside visitors about the content, organisation and approach to teaching SRE
- Enable parents and carers to support their children in learning about SRE
- Give a clear statement on what the school aims to achieve from SRE, the values underpinning it and why it is important for primary school pupils

This policy is based on the following documents:

- The *Equality Act* (2010)
- *Sex and Relationship Education (SRE) for the 21 Century* (Supplementary advice to the Sex and Relationship Guidance DfEE) Brook/The PSHE Association/Sex Education Forum (0116/2000)
- *The Education Act* (1996)
- *Sex and Relationships Education in Schools* (Briefing Paper) (July 2015)
- *The Importance of Teaching* (White Paper) (November 2010)
- *Keeping Children Safe in Education (DfE)* (July 2015)

2. Definition of Sex and Relationship Education

Sex and Relationship Education is not just about learning about **growing up, changes and reproduction**. It is also about enabling children to **make and maintain relationships** with others, to understand about human sexuality and to **feel good about themselves** and the **choices** they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes.

1. **Knowledge and Understanding** including; emotional, social and physical aspects of growing up, puberty, reproduction and pregnancy, similarities and differences between males and females, parts of the human body including the male and female reproductive parts, gender stereotyping and discrimination, different families, different types of relationships, healthy and unhealthy relationships and where to get help if needed
2. **Personal and Social Skills** including; talking and listening to others, managing emotions, making friends and managing friendships, forming and maintaining loving, caring and respectful relationships, developing self-respect and empathy for others, respecting the differences between people, resilience to cope with change, making responsible and safe decisions, including on line
3. **Attitudes and Values** including; feeling positive about growing up, the importance of respect, care and love, the value of family life, the importance of stable and loving relationships, including marriage (both heterosexual and gay) and civil partnerships, respect for rights and responsibilities in relationships, understanding that exploitation and violence in relationships is unacceptable, acceptance of difference and diversity, promoting gender equality.

3. Aims

To enable children to:

- Develop the confidence to talk, listen and think about feelings and relationships
- Make and maintain friendships
- Understand the importance of respect, responsibility, love and care in relationships
- Understand and respect different types of families, including families with same sex parents
- Develop positive attitudes about growing up
- Explore their own and other people's attitudes and values
- Challenge and prevent discrimination based on sexual orientation and gender

- Prevent sexist, sexual, homophobic and transphobic language and bullying
- Challenge gender stereotypes and inequality and promote equality and respect in relationships
- Know the correct biological names for the parts of the body, including the male and female reproductive parts
- Know and understand about emotional, social and physical changes at puberty
- Know and understand about reproduction
- Know about human sexuality
- Discuss their concerns and correct misunderstanding they may have gained from the media and peers
- Keep safe online and offline
- Recognise when something is risky or unsafe
- Know where and how to seek information and advice when they need help

4. Content and organisation

SRE is taught through a planned programme in PSHE and Citizenship as well as in science. This will ensure that it covers the statutory biological aspects, but also the social and emotional aspects. It is taught throughout the years, either as discrete topics/units or integrated into other topics such as Ourselves, Growing and Living Things, at a level appropriate to the needs and maturity of the pupils. There is time for discrete teaching topics in particular years eg *school to include Years where discrete SRE topics taught eg Y2, 4, 5, 6*. We ensure that the same messages about being safe on line are taught through SRE as in IT/computing.

What is taught in each year group?

We have a statutory duty to teach the SRE elements of the science national curriculum, See Appendix 1 for the SRE aspects of statutory science

- The content is based on the SRE aspects in PSHE and Citizenship and the statutory elements of the science national curriculum
- The content for each year group covers knowledge, skills and attitudes and is appropriate to the age and maturity of pupils and progresses from one year to another, building on what has been learnt in previous years.
- Teachers plan lessons, taking account of the Camden SRE learning objectives and suggested scheme of work

See Appendix 2 for the SRE aspects in the national non-statutory guidance on PSHE and Citizenship

SRE will be taught by the class teacher but sometimes health professionals or other visitors will help deliver SRE, such as the school nurse or a visit from a pregnant mum or a mum with their baby.

- On the whole pupils are taught in mixed groups to ensure that boys and girls learn the same information. However, sometimes it is useful in Years 5 and 6 to include time when single sex groups can discuss issues separately.
- Teachers set a group agreement or ground rules with pupils to ensure that an atmosphere is created where pupils feel able to ask questions, discuss concerns, talk about feelings and relationships, but do not discuss or ask private information of each other or the teacher.
- We answer questions honestly and sensitively, appropriate to the age and maturity of the pupils. Some questions may not be answered immediately if the teacher feels they need to consult with a member of the Senior Leadership Team and some questions may be more appropriately answered on a one-to-one basis, rather than with the whole class. In Year 5 and 6 we provide a question box so that pupils can anonymously ask questions and these are then answered by the class teacher.

- Resources, such as DVDs and leaflets are chosen to ensure that they are appropriate to the age and maturity of pupils. They take into account equality of opportunity through their use of language, cultural attitudes, family make-up and images, including body image, avoiding stereotyping, racism and sexism.
- The SRE policy reflects and is in line with our equal opportunities policy and the school ensures that the SRE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background.
- Where needed, SRE is differentiated to meet the needs of pupils and specialist resources may be used to respond to their individual needs. In some cases pupils have individual support or work in small groups with a TA or learning mentor.
- Teachers should avoid discussing details of their personal relationships with pupils. They should ensure a balanced view of all types of relationships are given. No bias towards any personal opinion should be evident when discussing them.
- Teachers are sensitive to the issues of different types of relationships. Promoting inclusion and reducing discrimination are part of SRE throughout the school and reflect our equality policy. When teaching about relationships and families we also include same sex relationships, surrogate families and assisted reproductive families. The teaching programme in Year 5 and 6 will include specific understanding of different types of relationships, including lesbian, gay, bisexual and trans relationships.
- Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated in school and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying. This is the same for all types of families.
- Teaching about different families is part of SRE and we aim to reflect the broad range of experiences amongst pupils and ensure all pupils feel their family is valued, such as: single parent families; recently divorced parents; parents who are married, parents who are not married, parents who have non-monogamous relationships; lesbian, gay or bisexual parents; children living between two homes; in foster homes; in residential homes and living with relations other than biological parents. We will emphasise the importance of strong and supportive relationships, including marriage (both heterosexual and gay) and civil partnerships, for family life and bringing up children.

5. Confidentiality, safeguarding and child protection

Although SRE is not about personal disclosures and personal issues, it is possible that a pupil may disclose personal information. Staff understand that they cannot promise pupils absolute confidentiality, and pupils know this too as laid out in the safeguarding policy.

If teachers are concerned in any way that a pupil is at risk of sexual or any other kind of abuse, they will talk to the Designated Child Protection Officer and follow the school's Child Protection Procedures.

6. Assessment

Pupils' progress in learning in SRE is assessed as part of the assessment of science and PSHE and citizenship.

7. Child Withdrawal procedures

Parents/carers have the right to withdraw their children from SRE, apart from the statutory national curriculum. This means that parents and carers cannot withdraw their children from SRE aspects of the science national curriculum.

If a parent/carer wishes to withdraw their child from the SRE curriculum they must arrange a meeting with a member of the Senior Leadership Team who will talk through their concerns and discuss the benefits of SRE. If the parent/carer still decide to withdraw their child then alternative teaching arrangements will be agreed during the meeting. However, SRE topics can arise incidentally in other subjects and it is not possible to withdraw pupils from spontaneous age-appropriate discussions. If parents do choose to opt out of SRE the school is happy to offer support for parents and if they wish to teach SRE at home; for example the school will offer use of its materials for home teaching.

8. Procedures for monitoring, evaluating and disseminating the policy

The PSHE Coordinator monitors teachers' planning to ensure SRE is being taught. Pupils and staff are involved in evaluating the SRE teaching programme as part of the annual review of PSHE and Citizenship. A copy of this policy is on the school website. It is included in the

9. Links with other policies

This policy links to the PSHE and citizenship policy, the Safeguarding and Child Protection policy, anti-bullying policy, behaviour for learning policy, Equality policy and e-safety policy.



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Appendix 1 SRE and science in the National Curriculum

Key Stage 1

Year 1: Animals, including humans

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2: Animals, including humans

- Notice that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Non-statutory Guidance

Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

The following examples might be used: growing into adults can include reference to baby, toddler, child, teenager, adult.

Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow

Key Stage 2

Year 3 / Year 4: No content linked to SRE

Year 5: Living things and their habitats

- Describe the life process of reproduction in some plants and animals.

Non-statutory guidance

Pupils should find out about different types of reproduction, including sexual reproduction in animals.

They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.

Animals, including humans

Describe the changes as humans develop to old age.

Non-statutory guidance

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Year 6

No content linked to SRE



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Appendix 2 SRE and the non-statutory guidance on PSHE and Citizenship

Key Stage 1

Developing confidence and responsibility and making the most of their abilities

1b to share opinions on things that matter to them and explain views

1c to recognise, name and deal with their feelings in positive way

Preparing to play an active role as citizens

2a to take part in discussions with one other and the whole class

2e to realise that people and other living things have needs, and that they have responsibilities to meet them

2f that they belong to various groups and communities, such as family and school

Developing a healthy, safer lifestyle

3d About the process of growing from young to old and how people's needs change

3e the names of the main parts of the body

Developing good relationships and respecting the differences between people

4b to listen to other people, and play and work co-operatively

4c to identify and respect the differences and similarities between people

4d that family and friends should care for each other

Key Stage 2

Developing confidence and responsibility and making the most of their abilities

1a to talk and write about their opinions, and explain their views on issues that affect themselves and society

1c to face new challenges positively, by collecting information, looking for help, making responsible choices and taking action

1d to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way

Preparing to play an active role as citizens

2a to research, discuss and debate topical issues, problems and events

2f to resolve differences by looking at alternatives, making decisions and explaining choices

Developing a healthy, safer lifestyle

3c about how the body changes as they approach puberty

Developing good relationships and respecting the differences between people

4a that their actions affect themselves and others, to care about other people's feelings and try to see things from their points of view

4c to be aware of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships

4e to recognise and challenge stereotypes

4f that differences and similarities between people arise from number of factors including cultural, ethnic, racial, religious diversity, gender and disability

4g Where individuals, families and groups can get help and support