



Goring Church of England (Aided) Primary School

Faith, Love and Learning

Sex & Relationships Education (SRE) Policy

Adopted June 2017

Definition:

The Sex Education Forum defines SRE as '*learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health*'.

Vision:

Through a positive caring environment, we provide the opportunity for every child to reach their full potential. We embrace Christian values and ensure all children are ready for their next steps.

Aims:

The aim of SRE at Goring Primary is to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and well-being.

We will approach teaching SRE from a Christian perspective, which includes teaching the children about their significant value in God, His best plan for their lives and that God's will is that we live in right and appropriate relationship with Him and others. Pupils will be taught about the nature and importance of marriage for family life and bringing up children, and the significance of marriage and stable relationships as key building blocks of community and society.

Our aims are:

- To raise feelings of self-worth, self-image and self-esteem by delivering sex and relationship education in an open, considered and sensitive manner
- To acknowledge and complement the role of parents as sex and relationship educators
- To meet the requirements of the DfES guidance on SRE and teach sex and relationships; placing emphasis on loving, committed relationships
- To develop children's confidence to approach their relationships in a positive way
- To help and support children through physical, emotional and moral development
- To dispel myths, fears, concerns and misunderstandings concerning sex and relationship issues; clarifying and reinforcing any existing knowledge and understanding
- To ensure children are aware of personal space and their right to privacy
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives
- To develop skills for a healthier and safer lifestyles
- To respect and care for their and others' bodies
- To help children to be prepared for puberty and adulthood
- To develop a better understanding of diversity and inclusion
- To help pupils keep themselves safe from harm, both on and offline
- To reduce early sexual activity

At Goring Primary, we will focus on:

- Physical development, e.g. how our reproductive systems work
- Emotional development, e.g. how to manage feelings
- Social/moral development, e.g. positive and negative influences from friends

What aspects of SRE are compulsory?:

The sex education contained in the National Curriculum science (Key Stages 1-4) is compulsory in maintained schools.

All state-funded schools must have 'due regard' to the Secretary of State's guidance on SRE (DfEE, 2000). This states that:

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes; (1.13)
- Children should learn 'how a baby is conceived and born' before they leave primary school (1.16).

Confidentiality:

If a child shares sensitive information with an adult and this person believes that a child is at risk or in danger, procedures in the Child Protection Policy will be followed.

Equal opportunities:

At Goring we believe that every child is entitled to receive Sex and Relationship Education regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs, disadvantaged and looked after children.

What we teach and when:

Sex and Relationships Education is delivered through science, RE, PSHCE, literacy activities and circle time. It is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse.

A range of teaching methods which involve children's full participation are used to teach Sex and Relationship Education. These include use of video, discussion, drama and role play.

Overview Years R-3

- Developing the skills to have positive relationships with friends and family
- An understanding of families and relationships
- Exercise and personal hygiene

Overview Years 4, 5 and 6

- Developing the skills to have effective relationships
- The different types of relationship, including marriage and those between friends and families
- How the body changes during puberty
- How a baby is conceived and born (year 5/6 only)

For discrete Sex and Relationship Education lessons in Year 5 and 6, the children are taught together, however, when appropriate, boys and girls may be split into two groups for specific materials – boys working with a male teacher and girls working with a female teacher. We will use medically correct terms for all parts of the body.

During the sex education topics in Years 5 and 6, classes will have a 'question box' for pupils' anonymous questions. In turn, the teacher will try to answer the questions (as appropriate) whilst retaining the child's anonymity. We encourage the children to talk further with an adult they trust at home.

Specific details of the content taught can be found in the appendices.

Resources:

We believe that parents have the prime responsibility for Sex and Relationships Education and the sex and relationships education delivered in school will be done in partnership with parents. On request, parents have the opportunity to view resources. Parents in Years 4, 5 and Year 6 will be invited to an information session where they will have the opportunity to watch any videos we use, ask any questions they may have about the delivery of sex education in classes and prepare themselves for any questions that the children may have when they get home.

Teaching staff receive suitable training, when available, to ensure they are able to deliver sex and relationships lessons effectively.

Ground rules:

Before SRE sessions, the teacher will ensure that SRE ground rules have been set with the children in that class so that children can talk openly about sex and relationships in a supportive, trusting and respectful learning environment.

Withdrawing pupils from lessons:

Parents have the right to withdraw their children from those aspects of Sex and Relationships Education not included in the National Curriculum.

We work in active partnership with parents/carers, value their views and keep them informed about SRE provision. If a parent/carer has any concerns about the SRE provision we will take time to address their concerns and allay any fears they may have. If any parents/carers decide to withdraw their child, the school will work with them to explore and discuss alternative arrangements and provision.

External visitors:

Visitors to our school have a discrete role and responsibility for providing sex and relationship education, both formally and informally.

The school nurse, a local midwife or parents with babies all have a part to play in delivering sex and relationship education and should abide by this policy. The class teacher should always be present if a visitor is supporting delivery of the curriculum.

Visitors should complement but never substitute or replace planned provision. It is the PSHCE co-ordinator's responsibility to plan the curriculum and lessons.

Meeting the needs of girls:

We are aware that some girls will begin their period whilst in our care. In the instance where a child starts their period in school, parents will be notified and an adult, with whom the child has a good relationship, will give her reassurance and support. We will keep a selection of sanitary products in the school office for these eventualities. If a child has started their period at home, we recommend that parents share this information with either their child's teacher or school office so that we can give appropriate medical and emotional support. Sanitary disposal units are available in the KS2 girls' toilets.

APPENDIX A

National Curriculum 2014 Science requirements (related to sex & relationships education)

Year 1	<p>- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>(Guidance: Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes)</p>
Year 2	<p>- notice that animals, including humans, have offspring which grow into adults</p> <p>- 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.</p> <p>(Guidance: The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.)</p>
Year 3	n/a
Year 4	n/a
Year 5	<p>- describe the life process of reproduction in some plants and animals.</p> <p>(Guidance: Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.)</p> <p>- describe the changes as humans develop to old age</p> <p>(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.</p> <p>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.)</p>
Year 6	<p>- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p>

Y5	<p>Reproduction: process of fertilisation; how a baby starts; how a baby is born; changes a new baby in a family brings.</p> <p>Physical changes: <u>Unit 1 - 'GROWING UP'</u> (BBC Active) <i>Men and women's bodies</i> <i>Am I the same as everyone else?</i> <i>What is a period?(all children)</i> <i>Talking about periods</i> <i>Talking about wet dreams (for boys)</i> <i>Keeping clean</i></p> <p><u>Living and Growing – Unit 2:</u> <i>Changes - girl to woman, boy to man</i> <i>"Girl Talk"</i> <i>"Boy Talk"</i></p> <p>Emotional changes - <i>Feeling positive</i> - <i>Different feelings for different people</i></p> <p>Relationships: see SEAL</p>	<p>BBC Active Unit 1</p> <p>Living and Growing: Unit 2</p> <p>BBC Active Unit 1</p> <p>SEAL</p>
Y6	<p>Physical changes: recap changes including periods, wet dreams, etc.</p> <p>Sexual reproduction <u>Unit 2 - 'CYCLE OF LIFE'</u> (BBC Active)</p> <ul style="list-style-type: none"> - <i>Puberty and sex</i> - <i>Puberty: the inside story</i> - <i>Sexual reproduction words</i> - <i>Sexual intercourse</i> - <i>How a baby grows</i> - <i>Reproduction quiz</i> - <i>Having a baby</i> <p>Relationships: see SEAL</p>	<p>BBC Active Unit 2</p> <p>SEAL</p>