



## Why teach SRE?

Sex and Relationships Education (SRE) promotes an understanding of the emotional, social and physical aspects of growing up. It should 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. SRE has a key part to play in the personal, social, moral and spiritual development of young people and in keeping them safe from harm. It begins informally in the home with parents and carers long before any formal education takes place at school.

## Aims

The aim of SRE is to provide balanced, age appropriate, factual information about human reproduction and to prepare children for the physical and emotional changes they will experience when they reach puberty.

The objectives of our SRE programme are to:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour
- have the confidence and self esteem to value themselves and others
- help young people to move with confidence from childhood through adolescence into adulthood
- form positive and healthy relationships with others
- behave responsibly within relationships, understanding that their actions have consequences
- help children to understand the difference between friendships they encounter at a younger age and more mature relationships which they can expect to have when they are older.
- develop appropriate terminology for sex and relationship issues to enable pupils to communicate effectively.

## National Context

As an academy, we choose to have a policy for SRE.

The government outlined their commitment to SRE in the Schools White Paper 'The Importance of Teaching' published in November 2010. The Paper states that children need high-quality sex and relationships education so they can make wise and informed choices.

Legislation relating to sex and relationships education (SRE) is contained within the Education Act (1996) and the Learning and Skills Act (2000)

The SRE Guidance (2000) is supported in legislation by the Learning and Skills Act (2000). This requires that in the context of SRE:

Young people learn about the nature of marriage and its importance for family life and the bringing up of children;

Young people are protected from teaching and materials which are inappropriate having regard to the age and the religious and cultural background of the pupils concerned.

The Equality Act 2010 states that pupils have an entitlement to:

- Age and circumstance appropriate SRE;
- Access to help from trusted adults and helping services.
- Learning experiences which are positively inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience.

SRE involves consideration of a number of sensitive issues, about which, different people may hold strong and varying views. The school's approach to SRE will be balanced, take account of, and be sensitive to, different viewpoints but will not be subject to the bias of individuals or groups. Young people may have varying needs regarding SRE depending on their circumstances and background. The school strongly believes that all pupils should have access to SRE that is relevant to their particular needs.

### **Content and Delivery**

SRE is planned in each year group from Year 1, linking the content with PSHE and Citizenship, Science, Religious Education and English. Research has shown that good sex education helps to delay rather than to accelerate the age at which young people start to become sexually active. These findings support a programme of sex education that begins at Key Stage 1 and continues to build on previous learning. They indicate the need for sex education that is not just science but is also part of PSHE and Citizenship with the concept of 'relationships' at the heart of what is taught.

Class teachers teach the lessons in the classroom setting. They are given appropriate training to help them deliver lessons confidently. If a teacher feels uncomfortable about teaching an element of SRE, another teacher experienced in teaching SRE will take the lesson, or team-teach if appropriate.

### **Curriculum Content**

Year 1 Naming main body parts (including reproductive organs) (link to Sci) /Changes since they were babies (link to Sci)/ What does family mean to us? (link to RE) /Being friends (link to PSHE) / People who can help us (link to PSHE)

Year 2 Naming body parts - similarities and differences – challenging stereotypes (link to PSHE and Sci)/ Animals, including humans produce young / How parents look after their young - animals, including humans (link to Sci)

Year 3 Our personal interests and skills (link to RE). The lives of people living in other times – with different values or customs (link to history) / Friendship

Year 4 What makes a friend? / Who can help us? / Where can we find support? (link to PSHE) Support networks / Peer and media pressure (link to literacy and PSHE) Puberty (link to life cycles in Sci)/

Year 5 Male and female sex organs and womb (link to Sci and PSHE) / Personal hygiene – sweat increases as a teenager (link to Sci) Human reproduction (link to Sci), Development of a baby (link to Sci) Main stages of the human life cycle (link to Sci)

Year 6 About how the body changes as they reach puberty (PSHE) To recognize and challenge stereotypes (PSHE)

To know that there are some cultural practises which are against British law and universal human rights

### **Techniques for Teaching SRE**

Wherever SRE takes place, and whatever opportunities and approaches are chosen, it is essential that a secure learning environment is established.

### **Ground Rules**

Ground rules should be set and agreed and understood by everyone.

- No one will have to answer a personal question.
- No one will be forced to take part in a discussion.

- Only the correct names for body parts will be used.
- Meanings of words are explained in a sensible and factual way.

### **Distancing Techniques**

Teachers avoid embarrassment and protect pupils' privacy by depersonalizing discussions.

#### Dealing with Questions

Teachers establish clear parameters of what is appropriate and inappropriate in a whole class setting:

- If a question is too personal the teacher reminds the pupil of the ground rules.
- If the teacher does not know an answer to a question he/she suggests that this be researched later.
- If a question is too explicit or inappropriate for a whole class, the teacher acknowledges that it will be addressed later on an individual basis.
- In Year 5 or 6 a question box can be used where pupils can anonymously, if wished, place questions after a discussion or SRE session. The teacher can then answer and discuss these questions at an appropriate time with the class.

### **Discussion and Project Learning**

Pupils take part in a structured activity in which they can:

- Draw on previous knowledge
- Practise their social and personal skills
- Consider their beliefs and attitudes about different topics
- Reflect on their new learning
- Plan and shape future action

### **Confidentiality**

Teachers must not offer or guarantee confidentiality. If a pupil makes a disclosure about sexual exploitation, normal child protection procedures must be followed.

- Listen to the child and show you are listening to them
- Listen carefully, only reflecting back for clarification
- Explain carefully what you have to do and what help and support is available
- Write down the facts immediately after talking to the child
- Talk to the Designated Lead for Child Protection

### **Procedures for Pupil Withdrawal from SRE**

All aspects of SRE which address objectives from the National Science Curriculum are compulsory for all pupils. We work closely with parents to ensure that all pupils are included.

Parents have the right to withdraw their children from part or all of sex and relationships education provided outside the National Science Curriculum. Parents wishing to withdraw their child should do the following:

- Read the school's Sex and Relationships policy (available on the school website), schemes of work and review resources.
- Discuss concerns with a member of the school's leadership team.

## Riverley Primary School SRE Policy



If parents/carers still wish to withdraw their child they will be asked to put their request in writing stating which part(s) of the programme they wish their child to be excluded from. Pupils who are withdrawn are expected to attend school as usual; they will be accommodated in another classroom during the withdrawn session. Parents/carers will be signposted to resources which will support them in preparing their children for puberty.