



## Ridgeway Primary School

### **Sex and Relationships Education Policy**

#### **Introduction**

*SRE in the primary school lays the foundation for factual knowledge and the more sexually explicit information required by young people in later years. It prepares children for the changes at puberty. It helps develop the child's skills in being able to apply information and creates opportunities for reflecting on attitudes and values that may affect their decisions and choices in later years'.*

(SRE provision in primary schools – article by the PSHE Association July 2011)

Every parent and every school wants to see children grow up safely and be able as an adult to enjoy the positive benefits of loving, rewarding and responsible relationships, to be informed, comfortable with the changes during puberty and emotionally supported. Parents play a vital role in providing the building blocks for healthy and fulfilling social and personal relationships while protecting their children and young people from harm. They should lead on instilling values, but schools have a clear role in giving young people accurate information and helping them to develop the skills they need to make safe and responsible choices.

School provides a safe place for children and young people to make sense of the information they have picked up from the media and also playground myths. Guided by a skilled teacher, children and young people are able to separate facts from fiction and clarify and strengthen their own values.

#### **What is sex and relationships education?**

Sex and relationships education (SRE) is learning about our bodies, health and relationships; with a particular focus on puberty and growing up, dealing with emotions and managing personal relationships.

SRE is taught gradually, so that learning can be built up year-by-year in a way that is appropriate to the age and maturity of each child; responds to the needs they have, and enable them to successfully manage the challenges they face as they grow up.

SRE teaches children and young people to develop values, attitudes, and learn personal and social skills, and increase their knowledge and understanding to enable them to make informed decisions and healthier life choices.

SRE makes an essential and significant contribution to safeguarding children and young people during their school-age years and into the future. SRE should enable young people to develop skills and confidence to access professional advice and appropriate health services. It enables children to understand their physical and emotional development and enable young people to take increasing responsibility for their own health and wellbeing and that of others.

## What should be taught in SRE?

SRE has three main elements:

### 1. knowledge and understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services; (secondary schools)
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; (secondary schools)
- learning how to avoid unplanned pregnancies. (secondary schools)

### 2. personal and social skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict; and learning how to recognise and avoid exploitation and abuse.

### 3. attitudes and values

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas; and
- developing critical thinking as part of decision-making.

‘Sex and Relationships Education Guidance’, DfEE 2000.

## Where SRE should be taught

Within National Curriculum Science there is an element of 'sex education' which is statutory. The focus here is on the biological aspects.

The framework for Personal, Social, Health and Economic education (PSHE Association guidelines) provide an effective context for SRE because they focus on exploring values and developing positive attitudes, developing personal and social skills, learning about healthy and safe lifestyles, and about the rights and responsibilities of citizens. At Ridgeway we use the **Sex and Relationships Scheme of Work Key Stages 1 and 2- Entrust 2013** to inform our planning and ensure coverage and progression.

## Overview of SRE at Ridgeway:

Year Group	Topic	Areas covered
<b>Foundation Stage</b>		
<b>Reception</b>	My feelings	Types of feelings How my feelings can affect other
	My Family	Types of family
	Boys and Girls	Boys and girls toys Stereotypes

	My Body	Body parts
	Keeping clean	Hand washing
<b>Key Stage 1</b>		
<b>Year 1</b>	I'm Special	Valuing individuals Celebrating difference
	Male and female	Difference between male and female animals
	My Body	Body parts Functions of body parts
	My Family	Celebrating difference
	My Friends	Friendship skills
	Friends & Secrets	Friendly and unfriendly behaviour Good and bad secrets
	My Choices	Understand choices they can make Ways to make choices
<b>Year 2</b>	Boys & Girls	Differences between boys and girls Difference between male and female (animals) Male and female needed to create new life (animals)
	Our bodies	Name body parts
	Keeping myself safe	Feeling comfortable, safe and unsafe touches
	Looking after my body	Hygiene How diseases are spread How to control spread of diseases
	My friends and family	Types of relationships Ways relationships can change Dealing with change

<b>Key Stage 2</b>		
<b>Year 3</b>	Self Esteem	Recognise strengths, skills, abilities and achievements Identify personal areas to be improved
	Differences: Males and females	Identify & understand differences between males and females Name main internal and external body parts including agreed names of sexual parts
	Family differences	Different types of families
	Decision making	Skills for making choices and decisions Consequences of decisions
	Safety	Pressure including peer pressure Resisting pressure Help and support
	Resolving Conflict	Feelings about arguments
<b>Year 4</b>	Growing and Changing	Natural process of change
	Growing up	Introduction to puberty
	Feeling, Thinking and Doing – Changing Relationships	Recognising feelings Managing feelings

	Safe and Unsafe touches	Recognising and dealing with inappropriate and unwanted touches
	Changing Relationships	Loss and separation including dealing with loss and getting help
	Aggression	Arguments and violence
<b>Year 5</b>	Being a Girl, Being a Boy	Physical and emotional changes of puberty
	Menstruation	Understanding and managing periods
	Becoming Men and Women	Gender stereotypes Media influence
	Personal Hygiene	Hygiene related to puberty
	Developing Relationships	Types of relationships Changing relationships Qualities in a friend/partner
	Secrets	Helping friends
<b>Year 6</b>	Puberty	Physical, emotional changes Managing feelings
	What's Inside Our Bodies	Internal organs
	Menstruation	Understand menstrual cycle
	Conception	Basic facts about pregnancy and conception
	Gender Stereotypes	Impact of stereotypes
	Looking to the Future	Coping with growing up

#### **Discrete teaching units – involving the support of the school nurse.**

- Year 5 girls - Puberty (changes happening to their bodies and menstruation)
- Year 6 -Puberty Two (sessions for both boys and girls, changes happening to their bodies those of the opposite sex)

#### **Approaches to teaching and learning**

**It is essential that SRE is delivered in a safe, secure and supportive learning environment. We believe that the following elements are essential to ensure this:**

- The establishment of clear ground rules, understood by all, covering confidentiality, right to privacy and respect, and boundaries (**see appendix 1**)
- The use of distancing techniques, including depersonalised discussions, role play and theatre in education
- The use of clear language that avoids misunderstandings, prejudice and assumptions about children and young peoples' abilities, desires, background and experiences.
- The ability to deal with unexpected questions, comments from pupils and sensitive issues

**In our school, children/young people are encouraged to develop confidence in talking, listening and thinking through a carefully planned and constructed SRE curriculum. The core principles of teaching and learning in SRE are:**

- To ensure that every pupil succeeds through the provision of an inclusive education within a culture of high expectations
- To build on pupils' knowledge and experiences: with teaching structured and paced to ensure that they understand what is being taught and how
- To ensure that learning is vivid and real, developing understanding through enquiry, group discussion and problem-solving

- To provide a range of opportunities for pupils to learn, practise and demonstrate skills, attitudes and knowledge
- To make learning enjoyable and challenging with teaching techniques and strategies matched to a range of learning styles and needs
- To promote assessment for learning; making pupils partners in their own learning and allowing time for reflection and consolidation

### **SRE for pupils with special educational needs (SEN)**

Mainstream schools have a duty to ensure that children with special educational needs are properly included in SRE. It is important to recognise that there is a wide range of pupils who may need particular support because of their learning or physical disabilities or who have social and communication difficulties or other needs. SRE should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives.

### **Working with Parents/Governors**

Our school seeks to work in partnership with parents to provide effective SRE and support for children/young people. Parents need to know that the school's SRE programme will complement and support their role as parents and that they can be actively involved in the determination of the school's policy.

### **Right to Withdraw**

Parents/carers have the right to withdraw their children from SRE lessons that fall outside those aspects covered in the National Curriculum Science lessons. Parents do not have to give their reasons for withdrawing their children, but will be made aware of the implications of removing children.

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### **Document History**

June 2013	SRE Policy presented to Autumn Term curriculum committee for approval
June 2015	SRE Policy updated. Presented to Curriculum & Achievement Committee 11 <sup>th</sup> November 2015 for adoption

***This policy is due for review 2018***

## **Appendix 1-Establishing a Safe and Positive Learning Environment**

SRE should be delivered in a safe, secure and positive learning environment. A 'Working Agreement' or 'Ground Rules' should be agreed before the lessons begin. The purpose of this is to ensure that all children and adults feel comfortable, safe and able to learn and know the boundaries. It is essential that the teacher always models positive behaviours. For the 'Working Agreement' or 'Ground Rules' to be most effective they need to be developed and owned by the group or class. If the children have created their own 'Working Agreement' or 'Ground Rules' they are more likely to adhere to them during the sessions. It is good practice to display them so that they can be referred to at any time.

Here are some examples of points that could be included in your 'Working Agreement' or 'Ground Rules':

- No personal comments or questions (this is important not only between children but also between children and teaching staff).
- Listen to others and respect their opinions (this encourages only one child to talk at a time and not be judgemental about the comments made by others).

Entrust Support Services Limited: - 2013

## **Appendix 2 – Programme Content and Organisation**

The combined PSHE and Citizenship framework at Key Stages 1 and 2 is developed through four broad themes and makes clear what is appropriate in the early primary years and the transition year. The present requirements set out within National Curriculum Science and shown below should be delivered through these four broad themes and within the context of the National

Healthy School Standard to ensure effective provision. The four themes are:

- Developing confidence and responsibility and making the most of pupils' abilities
- Preparing to play an active role as citizens
- Developing a healthier, safer lifestyle
- Developing good relationships and respecting differences between people
- At primary school level, SRE should contribute to the foundation of PSHE and Citizenship by ensuring that all pupils:
  - Develop confidence in talking, listening and thinking about feelings and relationships
  - Are able to name parts of the body and describe how their bodies work
  - Can protect themselves and ask for help and support
  - Are prepared for puberty

## **Appendix 3 – Handling Sensitive and Controversial Issues**

Learning from real-life experience is central to PSHE. Sensitive and controversial issues are certain to rise. Pupils should not be sheltered from such issues; through them, they can develop an important range of skills, including listening, accepting other points of view, arguing a case, dealing with conflict and distinguishing between fact and opinion.

Parents/carers and pupils may need to be reassured that the personal beliefs and attitudes of teachers will not influence the teaching of sex and relationship education within the PSHE framework. Teachers and all those contributing to sex and relationship education, are expected to work within an agreed values framework as described in the school's policy, which must be in line with current legislation. Some teachers may need support and training to deliver the programme sensitively and effectively.