



# **Hollyfield Primary School**

## **SEX AND RELATIONSHIP EDUCATION (SRE POLICY)**

**October 2016 Jo Keene**

### **Aims of the SRE policy:**

- To provide clear guidance for staff, parents and governors.
- To ensure progression in SRE throughout the school from Reception to Year 6 and build a foundation for further work at Secondary School.
- To ensure partnership between home and school

### **Characteristics of the school:**

Hollyfield Primary School was formed in September 1999 from the amalgamation of Hollyfield Infant School and Hollyfield Junior School. (These schools were previously known as Reddicap Heath Infant School and Falcon Lodge Junior School, having changed their names the previous year). It is situated in the Falcon Lodge district of Sutton Coldfield, in the north of the area administrated by the Birmingham LEA. The school cater for pupils aged 4 to 11 years, with 420 pupils on roll. The school is situated in the heart of the community made up of well-established and new privately owned houses together with municipal housing.

### **Definition**

We believe that, as stated in DFEE 0116/2000, Sex and Relationship Education is a lifelong process of learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health.

### **Philosophy**

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

### **Personal and Social Skills**

1. Learning to manage emotions and relationships confidently and sensitively;
2. Developing self-respect and empathy for others;
3. Learning to make choices based on an understanding of difference and with an absence of prejudice;
4. Developing an appreciation of the consequences of choices made;
5. Managing conflict; and

6. Learning how to recognise and avoid exploitation and abuse.

### **Knowledge and Understanding**

1. Learning and understanding physical development at appropriate stages;
2. Understanding human sexuality, reproduction, sexual health advice, contraception and support services;
3. Learning reasons for delaying sexual activity, and the benefits to be gained from such delay.
4. The avoidance of unplanned pregnancy.

### **The teaching of SRE:**

Concepts such as love, joy, anger, trust and respect are all difficult to describe, but at Hollyfield we believe that these emotions need to be explored. Therefore we consider SRE to be very important for our children's development. SRE is taught in a variety of ways including the science, RE, and PSHE and Citizenship curriculum.

The sex education programme will respect the school ethos and demonstrate and encourage the following values:

- Respect for oneself,
- Respect for others,
- Responsibility for their own actions,
- Responsibility for their family, friends, school and the wider community.

### **Aims**

At Hollyfield Primary School, Sex and Relationship Education will:

1. Enable our children to make well informed decisions about their lives.
2. Help and support our children through their physical, emotional and moral development.
3. It will also help them to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.
4. Help our children to develop the skills and understanding they need to live confident, healthy and independent lives. It will play an important role, alongside other aspects of the curriculum and school life, in helping them to deal with difficult moral and social questions.
5. Ensure our children are taught about the nature and importance of marriage for family life and bringing up children.
6. Ensure our children are given accurate information and helped to develop skills to enable them to understand difference and respect themselves and others and for the purpose also of preventing and removing prejudice.
7. Contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at our school and of society and prepare our children for the opportunities, responsibilities and experiences of adult life.

8. Teach our children to understand human sexuality and to respect themselves and others. It will also enable them to mature, to build up their self-confidence and self-esteem and understand the reasons for delaying sexual activity. It will build up knowledge and skills, which are particularly important today because of the many different and conflicting pressures on young people.
9. Be part of the lifelong learning about physical, moral and emotional development. It will enable our children to understand the importance of marriage for family life, stable and loving relationships, respect, love and care. It will also inform them about sex, sexuality, and sexual health.

### **National Curriculum content:**

Certain aspects of SRE are a statutory requirement as part of the National Curriculum for Science and PSHE.

#### **Science at KS1**

Children will learn:

- that humans and other animals can produce offspring and that these offspring grow into adults.

#### **Science at KS2**

Children will learn;

- about the main stages of the human life cycle.

#### **PSHE at KS1**

Children will learn:

- how to make simple choices that improve their health and well being
- names of the main parts of the body.
- the process of growing from young to old and how people's needs change.
- to develop good relationships and respect for the differences between people.

#### **PSHE at KS2**

Children will learn:

- to recognise as they approach puberty how people's emotions change and how to deal with feelings towards themselves, their families and others in a positive way.
- how the body changes as they approach puberty.
- to recognise different risks in different situations and then to behave responsibly, and judging what kind of physical contact is acceptable and unacceptable
- to be aware of different types of relationships, including marriage, those between friends and within families. Develop the skills to be effective in relationships.

### **Methods of teaching:**

Due to the sensitive nature of SRE and the exploration of emotions we use a variety of teaching methods that include:

- Discussions and activities with a class or small group including SEAL and Circle time.

- Question boxes.
- Use of relevant books and videos.
- Professional Visitors e.g. the school nurse and Health Education service.
- Cross Curricular as part of class topics including IPC units.

### Long Term Plan

<b>Year group</b>	<b>Suggested themes</b>
Reception	Friendship Happy and sad My body Beginnings of life – chicks and plants Changes from birth to now Sharing Washing hands after toilet and before eating
1	People in my life. What they do for me and what I do for them. My moods Keeping safe Beginnings of life – plants Getting on and sharing What makes me happy What helps us to get on with each other? What I like and dislike about others Keeping myself clean and fit People who help me care for myself
2	Loss and mourning (e.g. loss of a pet) Keeping safe Saying no My body and other people’s bodies, similarities and differences. Beginnings of life – plants and animals Growth in people and changes as we grow Different types of families Changes as we grow Feelings in families Inside my body – functions of different parts
<b>Year group</b>	<b>Themes covered</b>
3	Feelings – happy, sad, embarrassed, scared etc. Difficult situations – teasing and bullying Friendships Keeping healthy Families and how they behave – what members expect from each other Celebrations - birth, Christening etc. Similarities and differences in people
4	Family trees Keeping healthy – exercise, diet and immune system Friendships – making and losing

	Making decisions – influences on me Keeping safe – saying no Celebrations - marriage Death
5	Varied lifestyles in class and community – difference in others and how we feel about these differences Decision making, risk taking Changes in my body and in those of others Why these changes are happening Things that go into my body that help (nutrition and medicine) and harm (some drugs, cigarette smoke, poisons) Puberty and ways of dealing with or marking this
6	Changes in my body and in those of others Why these changes are happening Things that go into my body that help (nutrition and medicine) and harm (some drugs, cigarette smoke, poisons) Messages about health and sexuality from television, films and newspapers How babies begin and are born Feelings about the future e.g. changing schools

## **Sex Education in Year 5 and 6**

The human reproduction element of SRE is completed by the end of Year 6. This is begun in Year 5 and taught in specific lessons. At all stages we are committed to working with parents. Under the 1993 Education Act, pupils can be withdrawn by their parents from the part of the sex and relationship education that is outside the compulsory elements of sex education included in the Science National Curriculum. Every year parents of Year 5 pupils are invited to attend a meeting where they are informed of the content of the sex education lessons, shown relevant parts of the videos used and are able to ask questions. Year 6 parents are asked to sign a consent form before sex education lessons are delivered.

Staff can choose to team teach the sex education lessons so that boys and girls are taught separately. Alternative arrangements can be made for any member of staff who feels unable to teach this aspect of the curriculum. Our school nurse is also involved in this teaching.

### **Answering questions**

Sometimes an individual child may ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be answered individually later. A question box should be set up where children can ask questions anonymously. Year 5 and 6 staff can then decide how and if these questions should be answered. There is a network of support from senior teaching staff, the PSHE coordinator and the Head Teacher, if staff have any concerns.

## **Recording and Reporting**

The head teacher and PSHE co-ordinator will monitor the delivery of the Sex and Relationship policy and report annually to the Governor's Curriculum Committee. At the end of each programme a questionnaire will be given to the children asking whether they have had their questions answered and have any further concerns. Where appropriate teachers may feedback concerns to parents, if they consider further support is needed.

An annual report will be given to governors stating what has been done in PSHE and the impact it has had as a result. SRE will be covered in this report.

## **Inclusion**

Each child's contribution is valued and teachers monitor this. Learning will not be biased towards any specific gender, race group or other background. Barriers and issues relating to equality of opportunity will be identified and addressed to ensure that: a. each pupil will have an equal opportunity to participate in SRE, regardless of gender, race, ability or other background b. pupils develop an awareness and age appropriate understanding of equal opportunities issues, such as stereotypes. The school aims to be inclusive in all aspects of practice and monitors the progress of pupils through assessment procedures.

## **Confidentiality**

Teachers will conduct Sex Education lessons in a sensitive manner and seek to provide an atmosphere of trust and confidentiality. We would wish that the children would express their thoughts and concerns in an open and honest fashion in order to avoid stress or embarrassment. If a child expresses worries or concerns or makes comments to a teacher that the teacher feels is inappropriate or where the teacher feels that he/she is unable to respond in a professional manner then the Head teacher and the child's parents will be informed immediately. If a child makes reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if they suspect that a child may be the victim of abuse. In these circumstances the teacher will speak to the child and draw their concerns to the attention of the Head teacher. The Head teacher will then deal with the matter according to the guidelines laid down in the school's Safeguarding Policy.

At Hollyfield Primary School, Staff and Governors committed to the safety and welfare of all pupils and will ensure that, through the robust implementation of all safeguarding policies, that all pupils are protected from any potential exposure to extremism and radicalisation.

We will ensure that all our pupils, especially those with SEND, will be fully supported academically and socially to ensure that no pupil is at risk of bullying or any other form of discrimination.

## **Review of Policy: October 2017**