



**SRE Policy**  
**Sex and Relationships Education Policy**

***Reviewed Autumn 15***  
***Next Review Autumn 16***

***We will create an environment where children receive an effective education and where each child achieves their maximum potential, respects others, moves forward with confidence, maturity and high expectations of life.***



## **Values Framework**

We believe that Sex and Relationships Education should be firmly rooted in the framework for PSHE. Effective Sex and Relationships Education is essential if young people are to make responsible and well informed decisions about their lives now and in the future.

The objective of Sex and Relationships Education is to help and support young people through their physical, emotional and moral development. This will help them to develop respect for themselves and others as they progress through their education.

As part of Sex and Relationships Education, pupils will be taught about the importance of strong and mutually supportive relationships.

## **What is Sex and Relationships Education?**

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is not about the promotion of sexual orientation or sexual activity.

It has three main elements:

- attitudes and values
  - learning the importance of values and individual conscience and spiritual, moral, social and cultural 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.
- personal and social skills
  - learning to manage emotions and relationships, including on-line relationships, confidently and sensitively;
  - developing self-respect and empathy for others through exploring positive and negative ways of communicating;
  - learning to make choices based on an understanding of difference and respect for others;
  - developing an appreciation of the consequences of choices made;
  - managing conflict; and
  - learning how to recognise and avoid exploitation and abuse.
- 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;
  - learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and
  - knowing how and where to get support if a relationship or on-line relationship goes wrong.

## **PSHE Curriculum**

At Allfarthing, Sex and Relationships Education is supported by our wider curriculum for PSHE:

- developing confidence and responsibility, and making the most of pupils' abilities;
- preparing to play an active role as citizens in modern Britain;
- developing a healthier life style;
- developing good relationships and respecting differences between people.

Sex and Relationships Education contributes to the foundation of PSHE by ensuring that all children:

- 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; and
- are prepared for puberty.

## **Science Curriculum**

The National Curriculum for Science includes the requirements that pupils should be taught to:

### Key Stage 1

- describe and compare the structure of a variety of common animals (fish, amphibians, birds, reptiles, birds and mammals, including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with which sense.
- notice that animals including humans have offspring, which grow into adults
- describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.

### Key Stage 2

- describe the changes as humans develop to old age (including the changes experienced in puberty)
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

## **Sex and Relationships Education Curriculum and Resources**

The school's Sex and Relationships Education policy begins in Foundation Stage and continues to Year 6.

In Foundation Stage and in line with our EYFS curriculum, the focus is on making relationships; for example supporting and developing the strategies that children use to join in play with their peers, either as individuals or in groups. We aim for children to build strong and secure relationships with the adults in their classroom to enable them to develop both a positive sense of themselves and a positive disposition to learn.

The school has adopted the Christopher Winter Project (CWP) schemes of work, lesson plans and resources to support the delivery of Sex and Relationships Education. We work with CWP trainers to support new teachers and improve the quality of SRE by increasing teacher confidence in planning, delivery and assessment. All lessons and materials are appropriate to the age group for which they have been planned. (see appendix 4)

## **Parental Right to Withdraw from Sex and Relationship Education**

Parents have the right to withdraw their children from all or part of the Sex and Relationships Education provided at school except for those parts included in the statutory Science National Curriculum.

## Appendix 1

### Teaching Strategies for Sex and Relationships Education

It is essential that we can help children develop confidence in talking, listening and thinking about sex and relationships. Teachers and other staff may need to overcome their own anxieties and embarrassment to do this effectively. Partnership between school and parents is the key to success.

There are a number of teaching strategies that can help this, including:

- establishing ground rules with pupils;
- using distancing techniques;
- knowing how to deal with unexpected questions or comments from pupils;
- using discussion and group work with appropriate materials;
- encouraging reflection.

### Ground Rules

A set of ground rules will help create a safe environment in which teachers do not feel embarrassed or anxious about unintended or unexpected questions or comments from pupils. Ground rules are developed within PSHE circle time activities and as part of the CWP scheme of work, with each class. They should be referred to regularly by the teacher and pupils encouraged to do so.

For example:

- active listening, not talking when others are talking;
- not laughing at others;
- taking turns;
- no one (teacher or pupil) will have to answer a personal question;
- no one will be forced to take part in a discussion;
- correct names for body parts will be used; and
- meanings of words will be explained in a sensible and factual way.

### Distancing Techniques

Teachers can avoid embarrassment and protect pupils' privacy by always depersonalising discussions. Distancing techniques such as anonymous questions, case studies and problem pages can be used to help pupils avoid personalising issues and develop their decision-making skills in a safe environment.

### Dealing with questions

Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting. Many teachers are concerned about responding to unexpected questions or comments from pupils in a whole class situation. Having a set of ground rules should reduce the chance of this:-

- Agree as a class not to ask personal questions (see ground rules, above) and refer to these if a pupil asks a question that could be judged too personal;
  - If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as a school nurse, helpline or an outside agency or service;
  - If a teacher doesn't know the answer to a question, it is important to acknowledge this, and to suggest that the pupil or teacher or both together research the question later;
  - If a question is too explicit, is inappropriate for the whole class or raises safeguarding issues, the teacher should acknowledge it and promise to attend to it later on an individual basis. In this way, the pupil will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect the teacher must remember to talk with the pupil later; and
  - If a teacher is concerned that a pupil is at risk of sexual abuse or female genital mutilation (FGM), they should follow the school's safeguarding procedures.
- *Talk about sexuality without promoting any one kind of relationship*

### **Discussion and group work**

Research into what makes Sex and Relationships Education effective shows that discussion and group work encourages learning and is enjoyed by pupils. Pupils take part in structured activities in which they can:

- draw on previous knowledge to develop more understanding;
- develop respect for their own religious and cultural beliefs and those of others;
- practise their social and personal skills;
- consider their beliefs and attitudes about different topics;
- reflect on their new learning; and
- plan and shape future action.

Discussion may take place as a class eg in Circle Time or by being most effective when pupils are working in groups. Methods include discussion techniques such as the use of Circle Time, case studies and project work.

Teachers should also assess the usefulness of providing factual information in written form for young people to keep for future reference.

### **Reflection**

Reflecting is crucial for learning as it encourages pupils to consolidate what they have learned and to form new understanding, skills and attitudes. Teachers can help pupils reflect on their learning by asking questions such as:

- What was it like doing this discussion today?
- What did you learn from the others, especially those who had a different experience or belief from your own?
- What do you think you will be able to do as a result of this discussion?
- What else do you think you need to think or learn about?



## Appendix 2

### Working with parents

Research shows that children and young people want to receive their initial sex and relationship education from their parents and families, with school and other adults building on this later. But many parents find it difficult to talk to their children about sex and relationships. In particular, fathers rarely take responsibility for giving sex and relationship education to their sons.

The teaching of some aspects of sex and relationship education might nevertheless be of particular concern to some parents. Teachers have a responsibility to ensure the safety and welfare of pupils and because teachers therefore act *in loco parentis*, parents 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.

### Why parents are so important

Parents are the key people in:

- teaching their children about sex and relationships;
- maintaining the culture and ethos of the family;
- helping their children cope with the emotional and physical aspects of growing up; and
- preparing them for the challenges and responsibilities that sexual maturity brings.

Parents need support in:

- helping their children learn the correct names of the parts of the body;
- talking with their children about feelings and relationships; and
- answering questions about growing up, having babies, feeling attraction, sexuality, sex, contraception, relationships and sexual health.

Supporting parents:

The role of parents as sex educators is emphasised in the Home Office strategy, "*Supporting Families*", as is their need for support from professionals. The Teenage Pregnancy report also recommends that parents are given more help to talk to their children about sex and relationships. National and local media campaigns will target parents. Each local authority area has a co-ordinator who will encourage schools to identify and develop effective approaches of supporting parents.

Consulting parents

The school aims to work in partnership with parents, consulting them regularly on the content of sex and relationships education programmes. Reflection around parents' own experiences of sex education can often lead to a productive discussion in which parents and teachers can start planning sex and relationship education provision for their children. Parents need to know that the school's sex and relationship education programme will complement and support their role as parents and that they can be actively involved in the determination of the school's policy.

Parents who withdraw their children

Parents have the right to withdraw their children from all or part of the sex and relationships education provided at school except for those parts included in the statutory Science National Curriculum.

## **Appendix 3**

### **Working with the Wider Community**

Delivery of sex and relationships education is not the sole responsibility of schools. Elements of sex and relationships education are also provided by a range of people in the wider community including health professionals. People in the wider community have much to offer at all levels of planning and delivering sex and relationship education, bringing a new perspective and offering specialised knowledge, experience and resources.

#### Health Professionals

Health professionals such as doctors and nurses (especially school nurses) have much to offer:

- they can work closely with teachers in supporting sex and relationship education in the school (complementing the role of the teacher);
- they can help schools work in partnership with parents and make links between the school and other relevant professionals and services such as local GPs etc;
- they can tell pupils about the health services that are available in the area and help them develop the confidence and skills to make good use of them;
- they can give pupils confidential support and advice, perhaps through services such as drop-in sessions; and
- they can provide specific and up-to-date knowledge about sexual health and well-being and contraception.

Health professionals who are involved in delivering programmes are expected to work within the school's sex and relationship education policy and on the instructions of the Head Teacher. However, when they are in their professional role, such as a school nurse in a consultation with an individual pupil, they should follow their own professional codes of conduct (this is the case irrespective of who is paying them). A school's sex and relationship education policy must make this clear to parents.

## Appendix 4

### Christopher Winter Project Curriculum Overview

<b>Reception Our Lives</b>	Lesson 1: <b>Our Day</b> Lesson 2: <b>Keeping Ourselves Clean</b> Lesson 3: <b>Families</b>
<b>Year 1 Growing and Caring For Ourselves</b>	Lesson 1: <b>Keeping Clean</b> Lesson 2: <b>Growing and Changing</b> Lesson 3: <b>Families and Care</b>
<b>Year 2 Differences</b>	Lesson 1: <b>Differences: Boys and Girls</b> Lesson 2: <b>Differences: Male and Female</b> Lesson 3: <b>Naming the Body Parts</b>
<b>Year 3 Valuing Difference and Keeping Safe</b>	Lesson 1: <b>Differences: Male and Female</b> Lesson 2: <b>Personal Space</b> Lesson 3: <b>Family Differences</b>
<b>Year 4 Growing Up</b>	Lesson 1: <b>Growing and Changing</b> Lesson 2: <b>What is Puberty?</b> Lesson 3: <b>Puberty Changes and Reproduction</b>
<b>Year 5 Puberty</b>	Lesson 1: <b>Talking about Puberty</b> Lesson 2: <b>Male and Female Changes</b> Lesson 3: <b>Puberty and Hygiene</b>
<b>Year 6 Puberty, Relationships and Reproduction</b>	Lesson 1: <b>Puberty and Reproduction</b> Lesson 2: <b>Understanding Relationships</b> Lesson 3: <b>Conception and Pregnancy</b> Lesson 4: <b>Communication in Relationships</b>

See also (<http://cwpresources.co.uk>)