



# William Fletcher Primary School

## Sex and Relationships Policy

*William Fletcher School is a Rights Respecting School, this policy reflects Articles 17 (access to information) 28 (right to education) 29 (goals of education)*

### **What is SRE?**

The term Sex and Relationships Education – SRE – is used in this policy rather than Sex Education. This is to illustrate that our provision gives equal emphasis to the biological aspect as well as clarifying attitudes and values, developing self-esteem and learning skills to manage healthy relationships.

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 and the government promises to work with teachers, parents, faith groups and campaign groups to improve SRE. This policy is consistent with current national legislation (Education Act 1996 and Learning Skills Act 2000).

### **The Context of SRE**

In our school we believe:

- SRE is a lifelong learning about ourselves including our emotions, self-esteem, relationships, rights and responsibilities, sexual behaviour, sexuality and sexual health. It takes place in many contexts; at home, at school and in the community.
- SRE is an entitlement for all young people. Difference and diversity is taken into account when delivering SRE.
- SRE is most effective when provided in the wider context of social and emotional development. At our school SRE is firmly rooted in personal, social and health education (PSHE). SRE is also woven into other areas of the curriculum for example science, English, RE and PE.
- SRE enables young people to gain information, develop and transfer skills and explore attitudes and values.

### **Aims**

Our school has three main aims for SRE:

#### **Knowledge and Understanding**

- Learning and understanding physical development at appropriate stages, including: being prepared for puberty and the emotional and physical effects of body changes.
- Understanding human sexuality, sexual health, emotions and relationships

#### **Attitudes and Values**

- Learning the importance of moral values and individual conscience.

- Learning the value of family life, marriage and stable and loving relationships as a positive environment for bringing up children.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.
- Understanding the attitudes and skills needed to maintain their sexual health.
- Learning to value, care for and respect their own bodies.

### **Extending Personal and Social Skills**

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self respect and empathy for others.
- Learning to make choices without prejudice.
- Developing the appreciation of the consequences of choices made.
- Managing conflict.
- Learning how to recognise and avoid exploitative relationships and abuse.
- Developing respect, understanding and empathy towards others who may have different backgrounds, sexuality, feelings and views.

### **Teaching SRE**

#### **Who teaches SRE?**

In most cases, SRE will be taught by the class teacher. In some cases a different class teacher may teach the lessons (for example, in the case that children may like a same sex teacher to talk to.) Children will be given the opportunity to express their opinion about their preferences. In year 5 and 6 the School Nurse will deliver specific sessions.

#### **Answering Questions**

We acknowledge that sensitive and potentially difficult issues will arise in SRE as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for SRE. As a first principle we will answer questions relating to the taught planned curriculum for that age group to the whole class. We will answer questions relating to areas beyond the taught planned curriculum for that age group, in a sensitive and age appropriate way only to the child or children who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it they will seek guidance from the PSHE Co-ordinator. Where a question or comment from a pupil raises a safeguarding concern this will be passed on to the Designated Safeguarding teacher.

#### **Inclusion**

Children with specific learning needs will be supported in order to access and understand the SRE curriculum.

### **Sex and Relationships Education in the context of the National Curriculum: Legal requirements**

William Fletcher Primary School has a statutory duty to teach the following as part of the National Curriculum Science Orders

#### **Key Stage 1**

- notice that animals, including humans, have offspring which grow into adults

## **Key Stage 2**

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.
- describe the changes as humans develop to old age.
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Parents do not have the right to withdraw their child/children from these above aspects of the Science curriculum.

## **Foundation stage**

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

## **Key Stage 1**

Through work in science, children learn about the life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and Citizenship, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

## **Key Stage 2**

In science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction. In RE and Citizenship, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

The Sex and Relationships Education Programme (SRE) is organised by class teachers. Specific SRE lessons are delivered in Years 5 and 6 and cover the following themes.

### **Year 5**

'Changes'

These sessions cover understanding the physical changes that take place during puberty, why they happen and how to manage them.

### **Year 6**

'How Babies are Made'

'How Babies are Born'

These sessions explain how babies are made within the context of a stable, loving relationship. They show the children how a baby develops in the womb and how a baby is born.

'Girl Talk'

'Boy Talk'

These sessions further explore the physical and emotional changes that take place to both boys and girls during puberty.

SRE is taught by the class teacher. A range of teaching methods are which include use of video, discussion and looking at case studies.

Sex and relationship education is usually delivered in mixed gender groups. However, there are occasions where single gender groups are more appropriate and relevant.

Resources to teach sex and relationship education include fiction, reference books, leaflets and extracts from videos. We use: Channel 4 Living and Growing - Units 2 & 3 (Available from Channel 4 Learning)

### **Parents' right to withdraw**

Parents have a legal right to withdraw their children from dedicated SRE sessions (Year 5 and 6 only). They do not have the right to withdraw their children from those aspects of SRE that are taught in National Curriculum Science and PSHE subject areas.

Parents will be informed when dedicated SRE lessons take place in years 5 and 6. They are given the opportunity to review the materials used for these sessions should they wish to do so.

**We will work in active partnership with parents/carers, value their views and keep them informed about our SRE provision. Parents who have concerns about SRE are encouraged to talk to the class teacher.**

### **Links with other policies**

This policy is linked with the following school policies:

PSHE

Equality

Safeguarding

Behaviour

Anti-bullying

Policy Name	Sex and Relationships Education Policy
Frequency of review	2 years
Reviewed on	January 2016
Reviewed by	Teaching team and performance and standards committee
Next review date	January 2018

Year Group	Science Units National Curriculum	Family Links Themes	SRE Resources
FS	Development Matters objectives – Animal Life Cycles		
1/2	<p><b>Animals, including humans</b> Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</p>	<ol style="list-style-type: none"> <li>1. Why we are here</li> <li>2. Praise and criticism</li> <li>3. Personal power</li> <li>4. Choice and consequences</li> <li>5. Managing anger</li> <li>6. Gentle touch and hurting touch</li> <li>7. Telling others and keeping secrets</li> <li>8. Glad to be me</li> <li>9. Saying goodbye</li> </ol>	Stories
3/4	<p><b>Animals including humans</b> Explain that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food; they get nutrition from what they eat</p> <p>Identify that humans and some animals have skeletons and muscles for support, protection and movement.</p> <p>Describe the simple</p>	<ol style="list-style-type: none"> <li>1. Personal power</li> <li>2. Choices and consequences</li> <li>3. Anger and how to deal with it</li> <li>4. Gentle touch and hurting touch</li> <li>5. Telling others/ keeping secrets</li> <li>6. Glad to be me</li> <li>7. Celebrating differences</li> <li>8. Coping with loneliness</li> </ol>	

	<p>functions of the basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and their simple functions.</p>		
5/6	<p><b>All living things and their habitats</b> Describe the differences in life cycles of a mammal, an amphibian an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p> <p><b>Animals including humans</b> Describe the changes as humans develop to old age.</p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p>	<ol style="list-style-type: none"> <li>1. Managing difficult feelings</li> <li>2. Nurturing ourselves</li> <li>3. Self-awareness and self-esteem</li> </ol>	<p><b>Year 5 Term 3</b> <b>Hygiene</b> 1 hour classroom session DVD</p> <ul style="list-style-type: none"> <li>• Private Eye Mike Roscope shows two young people the importance of how and why we keep our hands, teeth, body, feet and clothes clean. <b>Class Discussion</b></li> <li>• How bodies change during puberty – discussion of external changes only Example – greasy hair and skin, broader hips, hairs.</li> <li>• The importance of keeping our bodies clean and how to do so.</li> </ul>
	<p>Recognise the impact of diet, exercise, drugs and lifestyle on the way the body functions.</p> <p>Describe the ways in which nutrients and water are transported within animals including humans.</p>		<p><b>Year 6 Term 3</b> <b>Hygiene</b> 1 hour classroom session DVD</p> <ul style="list-style-type: none"> <li>• Private Eye Mike Roscope shows two young people the importance of how and why we keep our hands, teeth, body, feet and clothes clean. <b>Class Discussion</b></li> <li>• How bodies change during puberty – discussion of external changes only Example – greasy hair and skin, broader hips, hairs.</li> <li>• The importance of</li> </ul>

keeping our bodies clean and how to do so.

### **Growing and changing**

1 hour classroom session  
DVD

- Explores the physical and emotional changes that take place during puberty
- Looks at how we feel about ourselves  
Classroom Discussion
- How hormones work and their effect on the body
- Physical and emotional changes that will take place – looking at similarities and differences between boys and girls
- Internal sexual organ diagrams
- Discussion on sanitary wear
- Question Box- anonymous questions to be answered in session 3

### **New life**

DVD

- Examines the process of life cycles and reproduction (cartoon images used), friendships and feelings.
- Emphasises the importance of loving caring relationships between couples.
- Development of a baby in the womb and footage of the birth of a baby.

### **Classroom Discussion**

- What makes a good relationship?

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|  |  |  | <ul style="list-style-type: none"> <li>• Use of sexual organ diagrams to explain how a baby is made.</li> <li>• Discussion of the demands of a baby.</li> <li>• Question Box from session 2 review.</li> </ul> |
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## PSHE Programme of study related to SRE

### Key Stage 1

#### Developing confidence and responsibility and making the most of their abilities

Pupils should be taught:

- to recognise what they like and dislike, what is fair and unfair, and what is right and wrong
- to share their opinions on things that matter to them and explain their views
- to recognise, name and deal with their feelings in a positive way
- to think about themselves, learn from their experiences and recognise what they are good at
- how to set simple goals.

#### Developing a healthy, safer lifestyle

Pupils should be taught:

- how to make simple choices that improve their health and wellbeing
- to maintain personal hygiene
- how some diseases spread and can be controlled
- about the process of growing from young to old and how people's needs change
- the names of the main parts of the body
- that all household products, including medicines, can be harmful if not used properly
- rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

#### Developing good relationships and respecting the differences between people

Pupils should be taught:

- to recognise how their behaviour affects other people
- to listen to other people, and play and work cooperatively
- to identify and respect the differences and similarities between people
- that family and friends should care for each other
- that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

### Key stage 2

#### Developing confidence and responsibility and making the most of their abilities

Pupils should be taught:

- to talk and write about their opinions, and explain their views, on issues that affect themselves and society
- to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
- to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action
- to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way
- about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future
- to look after their money and realise that future wants and needs may be met through saving.

#### Developing a healthy, safer lifestyle

Pupils should be taught:

- a. what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices
- b. that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread
- c. about how the body changes as they approach puberty
- d. which commonly available substances and drugs are legal and illegal, their effects and risks
- e. to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable
- f. that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong
- g. school rules about health and safety, basic emergency aid procedures and where to get help.

### **Developing good relationships and respecting the differences between people**

Pupils should be taught:

- a. that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
- b. to think about the lives of people living in other places and times, and people with different values and customs
- c. to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships
- d. to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help
- e. to recognise and challenge stereotypes
- f. that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability
- g. where individuals, families and groups can get help and support.

## **PSHE End of Key Stage Statements**

### **Key stage 1**

Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities. They can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (for example talking about fairness). They can set themselves simple goals (for example sharing toys).

Children can make simple choices about some aspects of their health and well-being (for example by choosing between different foods and between physical activities, knowing that they need sun protection) and know what keeps them healthy (for example exercise and rest). They can explain ways of keeping clean (for example by washing their hands and keeping their hair tidy) and they can name the main parts of the body. Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations (for example knowing how and where to cross the road safely). They can explain that people grow from young to old.

Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates). They can identify and respect differences and similarities between people, and can explain different ways that family and friends should care for one another (for example telling a friend that they like them, showing concern for a family member who is unwell).

### **Key stage 2**

Children can demonstrate that they recognise their own worth and that of others (for example by making positive comments about themselves and classmates). They can express their views confidently and listen to and show respect for the views of others. They can identify positive ways to face new challenges (for example the transition to secondary school). They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. They can talk about a range of jobs, and explain how they will develop skills to work in the future. They can demonstrate how to look after and save money.

Children can make choices about how to develop healthy lifestyles (for example by knowing the importance of a healthy diet and regular exercise). They can identify some factors that affect emotional health and well-being (for example exercise or dealing with emotions). They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing. They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these. They can identify and explain how to manage the risks in different familiar situations (for example discussing issues connected to personal safety).

Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it. They can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring). They can respond to, or challenge, negative behaviours such as stereotyping and aggression. They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.