



SRE Policy

Persons responsible: PSHE Co-ordinator, SLT,
Governors

Date adopted: June 2018

Review Date: June 2019

Purpose of the SRE Policy

Maintaining an up to date SRE policy is the statutory responsibility of the governing body. The purpose of the policy is to:

- Give clear guidance to staff and outside visitors about the content, organisation and approach to teaching SRE
- Give information to parents and carers about what is taught and when
- Give parents and carers information how they can support SRE
- Give a clear statement on what the school aims to achieve from SRE and why it is important for primary school pupils
- Sets out how the school meets legal requirements in respect of SRE:
 - i. Duty to promote well-being (Education Act 2006)
 - ii. Ensure pupils learn about the nature of marriage and its importance for family life and bringing up of children (Learning and Skills Act 2006)
 - iii. Protect pupils from unsuitable teaching and materials (Learning and Skills Act 2006)
 - iv. Teach statutory SRE elements in the Science National Curriculum
 - v. Have an up to date policy developed in consultation with pupils and parents (Education Act 1996)
 - vi. Make the policy available to pupils and parents (Education Act 1996)
 - vii. Right of parental withdrawal from all or part of SRE except those parts included in the national curriculum (Education Act 1996)
 - viii. Preventing 'prohibited conduct' such as direct and indirect discrimination, harassment and victimisation, against pupils and staff with 'protected characteristics' such as sex, race and sexual orientation, by providing a robust PSHE curriculum to support the Disabled Children and the Equality Act 2010, including responsibilities to disabled children and young people under the Children and Families Act 2014
 - ix. Meet new legislation on relationships and sex education in schools provided in The Children and Social Work Act 2017, stating that relationships education is to be provided to pupils of compulsory school age receiving primary education at schools in England.

Links to other Policies

This policy links to the Equality and Diversity Policy, The Inclusion Policy, The Safeguarding and Child Protection Policy. Our provision of SRE reflects our work to promote a healthy school and takes a whole school approach to SRE that involves:

- Consulting staff, parents and pupils
- Training and supporting staff
- Providing a curriculum that responds to the needs of our children

Definition of SRE

Sex and Relationship Education is not just about learning about growing up, changes and reproduction. It is also about enabling children to make and maintain relationships with

others and to feel good about themselves and the choices they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes.

1. Knowledge and Understanding including; growing and changing, puberty, reproduction and pregnancy, similarities and differences between males and females, parts of the human body, gender stereotyping and discrimination, families, relationships, where to get help if needed.

2. Personal and Social Skills including; talking and listening to others, managing emotions, making friends and managing friendships, forming and maintaining loving and caring relationships, developing self-respect and empathy for others, respecting the differences between people, resilience to cope with change, making responsible decisions.

3. Attitudes and Values including; feeling positive about growing up, the importance of respect, care and love, the value of family life, the importance of stable and loving relationships, including marriage, for bringing up children, rights and responsibilities in relationships, acceptance of difference and diversity, gender equality.

Why Teach SRE at Primary School?

Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted within the framework for PSHE and the National Curriculum launched in September 1999. (DfEE 2000: SRE Guidance documentation)

- To give children accurate and factual information, covering a comprehensive range, about sex, relationships, the law and sexual health, in order to make informed choices.
- To develop skills to support healthy and safe relationships and ensure good communication about these issues
- To promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media
- To provide opportunities for reflection in order to nurture personal values based on mutual respect and care
- To ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding
- To prepare children for puberty and the changes that will take place
- To teach children how to care for themselves

- It helps develop positive attitudes, values and self-esteem and challenges negative attitudes and prejudices
- It helps make sense of misinformation in the media and from peers
- It provides an opportunity to talk about feelings and relationships
- It promotes the skills necessary for effective communication and loving, caring and happy relationships
- It is a statutory part of the science curriculum covering the biological aspects of SRE

Aims for SRE

To enable children to:

- Develop the confidence to talk, listen and think about feelings and relationships
- Make and maintain friendships
- Understand the importance of respect, love and care in relationships
- Understand about different types of families
- Develop positive attitudes, values and self-esteem
- Explore their own and other people's attitudes and values
- Challenge and reduce discrimination based on sexual orientation and gender
- Reduce sexist, sexual, homophobic and transphobic bullying
- Gain knowledge and understanding about puberty and the changes that will take place
- Gain knowledge and understanding about reproduction and sexuality
- Discuss their concerns and correct misunderstanding they may have gained from the media and peers
- Seek information and advice when they need help

Where is SRE taught in the Curriculum?

SRE will be taught through a planned programme in PSHE and Citizenship as well as in science. This will ensure that it covers the biological aspects, but also the social and emotional aspects. Appendix 1 shows where SRE is included in PSHE and citizenship statutory science in the national curriculum. It has been produced jointly by The Association of Science Education and the PSHE Association. It is taught throughout the years, either as discrete topics / units or integrated into other topics such as Ourselves, Growing and Living Things, at a level appropriate to the needs and maturity of the pupils. There is time for discrete teaching topics in particular years.

Who teaches SRE?

SRE will be taught by the class teacher. In some cases, external agencies or other visitors will help deliver SRE. If visitors are involved in SRE we will:

- Plan and evaluate their contribution as part of the teaching programme
- Provide the visitor with an up-to-date copy of the school's SRE Policy and ensure they adhere to it
- Ensure that the class teacher is present throughout the lesson, taking responsibility for class management TAs may support individual pupils to ensure the SRE meets their individual needs, if deemed appropriate by the class teacher and Inclusion Leader.

SRE Lessons:

On the whole pupils are taught in mixed groups to ensure that boys and girls learn the same information. However, sometimes it is useful in Years 5 and 6 to include time when single sex groups can discuss issues with a teacher of the same gender. Teachers set a group agreement or ground rules with pupils to ensure that an atmosphere is created where pupils feel able to ask questions, discuss concerns, talk about feelings and relationships, but do not discuss or ask private information of each other or the teacher.

We answer questions honestly and sensitively, appropriate to the age and maturity of the pupils. Some questions may be more appropriately answered on a one-to-one basis, rather than with the whole class. We also use question boxes so that pupils can anonymously ask questions.

Resources, such as One Decision and CWP (The Christopher Winter Project), are chosen to ensure that they are appropriate to the age and maturity of pupils. They take into account equality of opportunity through their use of language, cultural attitudes and images, including body image, avoiding stereotyping, racism and sexism. The benefits of One Decision include:

- Boosts confidence
- Provides children with a deeper understanding of how to safeguard themselves and others
- Prepares them for their future roles in society
- Improves social skills
- Enhances their knowledge of the world around them
- Provides children with the opportunity to speak openly about their worries and concerns, in a safe environment
- Inspires children to co-operate with one another
- Helps children to manage peer pressure
- Helps children to positively manage feelings and emotions
- Provides children with the knowledge to make safe and positive choices
- Encourages children to take responsibility for their actions and provides them with an understanding of consequences

A variety of teaching methods are used that enable pupils to participate and reflect on their learning, role play, quizzes, pair and small group work, mixing groups so that pupils work with a range of peers. We also use case studies (provided by One Decision), stories, puppets and role plays to help depersonalise discussions and help pupils gain confidence to talk and listen to others.

The SRE policy reflects and is in line with our Equality and Diversity Policy and the school ensures that the SRE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Where needed, SRE is differentiated to meet the needs of pupils and specialist resources may be used to respond to their individual needs.

Teachers are sensitive to the issues of different types of relationships. Promoting inclusion and reducing discrimination are part of SRE throughout the school. The teaching programme

will include an understanding of different types of relationships, including lesbian, gay, bisexual and transsexual relationships.

Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated in school and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.

SRE will support the importance of strong and stable relationships, including marriage, for family life and bringing up children. Care is taken to ensure there is no stigmatisation of children based on their different home circumstances. Teaching about different families is part of SRE and we aim to reflect the broad range of experiences amongst pupils and ensure all pupils feel their family is valued, such as: single parent families; recently divorced parents; parents who are married, parents who are not married, parents who have non-monogamous relationships; lesbian, gay or bisexual parents; children living between two homes; in foster homes; in residential homes and living with relations other than biological parents.

Confidentiality, Safeguarding and Child Protection

Although SRE is not about personal disclosures, it is possible that a pupil may disclose personal information. Staff understand that they cannot promise pupils absolute confidentiality, and pupils know this too. If teachers are concerned in any way that a pupil is at risk of sexual or any other kind of abuse, they will talk to the Designated Child Protection Officer and follow the school's Child Protection Procedures. If a pupil discloses to a teacher that they are sexually active, or are considering sexual activity, then this would be viewed as a child protection issue.

How will we monitor SRE?

- Class teachers will teach SRE content or in cases where a visitor may deliver SRE information, such as an advisory teacher from Herts for Learning, the teacher will be present.
- Planning and lessons are monitored by the Senior Leadership Team (SLT) and PSHE coordinator
- When workshops or talks are provided material will be determined alongside the class teachers and PSHE coordinator.
- Class content will follow suggested provision and coverage by resources Assured by the PSHE Association, Sex Education Forum, FPA (The Sexual Health Charity) or have received a PSHE Kitemark.
- Parents receive information on the curriculum maps to provide them with details of what will be covered each term.
- Parents will also receive information at 'Transition Talks' and when relevant specific SRE talks about content prior to lessons delivered to the children.

- Assessment of children will be used to:
 - establish what children and young people already know and set relevant goals with them
 - ensure that children and young people can actively participate in the learning process, and work with them to confirm they have learnt what we intended and what they wanted to learn
 - identify any unexpected learning
 - clarify future learning needs
 - celebrate progress and achievement
 - continually identify and reflect upon the effectiveness of our practice and how to improve it.

We use two types of assessment; Assessment for learning, for example baseline assessment to find out what is already known and to identify learning needs, and formative assessment to assess progress against agreed learning outcomes and to identify the next teaching steps (using an active learning cycle model). Assessment of learning, for example summative assessment to ascertain whether the learner achieved the desired learning outcomes. Assessment in SRE involves knowledge and understanding but also skills development and the ability to explore values and attitudes. We also provide opportunities for children to self-assess and/or write reflections in response to their SRE lessons. Class teachers can use these lesson responses alongside the 'question/pupil voice boxes' provided during SRE lessons to provide them with feedback.

Parents Rights to Withdrawal

The new legislation brought in through the Children and Social Work Act 2017 (Chapter 4, sections 34 and 35) makes some important changes in relation to parental rights to withdraw children from school SRE:

- Parents will not be able to withdraw their child from Relationships Education in primary school. (PSHE will be a compulsory subject from September 2019, Relationship Education is included within the PSHE curriculum.)
- Parents will be able to withdraw their child from primary school classes which address sex education outside of the relationships education curriculum, i.e. PSHE lessons that may address sex. Parents have the right to teach about sex in a way that is consistent with their own values.
However;
- Primary schools are required to teach National Curriculum Science, which includes some elements of sex education, i.e. when learning about the human body. Parents do not have a right to withdraw from this.

If a parent wishes to withdraw their child from parts of the SRE curriculum they must arrange a meeting with a member of the Senior Leadership Team who will talk through their concerns. If they decide to withdraw, their child will be given work to do in another class and it is the parent's responsibility to provide alternative SRE. Parents can talk to the PSHE Coordinator about resources to support this.

We should like to make clear that even when a child has been withdrawn from SRE lessons, if the child should ask questions at other times, these questions would be answered honestly by staff. SRE is best taught embedded within the PSHE curriculum, alongside the Science curriculum.

Appendix 1

Human development and reproduction in the Primary Curriculum – links between Science and PSHE Education

The following pages are taken from the Joint Policy Statement briefing on Human Development and Reproduction in the Primary Curriculum, March 2016. They show the **Progression and Key Vocabulary** related to the teaching of SRE within The Science Programme of Study and The PSHE Association Programme of Study across the (Primary School) Year Groups at each Key Stage.

These are the hyperlinks for this document, **please refer to pages 8-11** (Progression and Key Vocabulary):

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/briefing-human-development-and-reproduction>

<https://www.pshe-association.org.uk/system/files/Joint%20briefing%20on%20Human%20Development%20and%20Reproduction%20in%20the%20Primary%20Curriculum.pdf>

Progression and key vocabulary

KS/Year	Science Programme of Study – Statutory requirements	Science Programme of Study – Non-statutory notes and Guidance	Vocabulary
Year 1	<p>Pupils should be taught to:</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.</p>	<p>head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth, penis, testicles, vulva</p>
Year 2	<p>Pupils should be taught to:</p> <p>Notice that animals, including humans, have offspring which grow into adults¹</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>(¹‘Growing into adults’ should include reference to baby, toddler, child, teenager, adult)</p>	<p>They should also be introduced to the process of reproduction and growth in animals. The focus at this stage should be on helping pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager and adult.</p>	<p>baby, toddler, child, teenager, adult</p>
KS/Year	<p>PSHE Association Programme of Study</p> <p>Core Theme 1: Health and Wellbeing</p>	<p>PSHE Association Programme of Study</p> <p>Core Theme 2: Relationships</p>	<p>Vocabulary</p> <p>– see section on Keeping Safe – Vocabulary for further guidance</p>
Key Stage 1	<p>Pupils should have the opportunity to learn:</p> <p>5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends, making new friends, new baby)</p> <p>8. about the process of growing from young to old and how people’s needs change</p> <p>9. about growing and changing and new opportunities and responsibilities that increasing independence may bring</p> <p>10. the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls</p>	<p>Pupils should have the opportunity to learn:</p> <p>1. to communicate their feelings to others, to recognise how others show feelings and how to respond</p> <p>9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another</p> <p>10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p>	<p>Boy, girl, gender, penis, testicles, vulva, pregnant, baby, child, teenager, elderly, life cycle, change, grow, feelings, love, care, comfortable feeling, uncomfortable feeling</p>

KS/Year	Science Programme of Study – Statutory requirements	Science Programme of Study – Non-statutory notes and Guidance	Vocabulary
KS2 Year 3	<p>Pupils should be taught to:</p> <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. *</p> <p>* Children should understand that pollination is the movement of pollen from one flower to another and that a seed is formed when material in the pollen joins with material in the ovule</p>		Pollination, pollen, male, ovule, female, seed
KS/Year	<p>PSHE Association Programme of Study</p> <p>Core Theme 1: Health and Wellbeing</p>	<p>PSHE Association Programme of Study</p> <p>Core Theme 2: Relationships</p>	<p>Vocabulary</p> <p>- see section on Keeping Safe – Vocabulary for further guidance</p>
KS2 Year 3	<p>Pupils should have the opportunity to learn:</p> <p>8. about change, including transitions (between key stages and schools) loss, separation, divorce and bereavement</p> <p>12. that bacteria and viruses can affect health and that following simple routines can reduce their spread</p> <p>20. About taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact</p>	<p>Pupils should have the opportunity to learn:</p> <p>2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>4. to be aware of different types of relationship, including those between acquaintances, friends, relatives and families</p> <p>8. to judge what kind of physical contact is acceptable or unacceptable and how to respond</p>	change, grow, mature, feelings, emotions, excited, up and down, worried, reproductive organs, sperm, egg
KS/Year	Science Programme of Study – Statutory requirements	Science Programme of Study – Non-statutory notes and Guidance	Vocabulary
KS2 Year 5	<p>Animals, including humans</p> <p>Pupils should be taught to: describe the changes as humans develop to old age</p> <p>Living things and their habitats</p> <p>Pupils should be taught to:</p> <p>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p>	<p>Pupils should draw a timeline to indicate changes in the growth and development of humans. They should learn about the changes experienced in puberty.</p> <p>Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals</p>	<p>gestation period, pregnancy, live birth</p> <p>sexual reproduction, sperm, ovum, internal fertilisation, external fertilisation, egg, live birth, gestation period</p>

	describe the life processes of reproduction in some plants and animals		
KS/Year	PSHE Association Programme of Study Core Theme 1: Health and Wellbeing	PSHE Association Programme of Study Core Theme 2: Relationships	Vocabulary: see section on Keeping Safe – Vocabulary for further guidance
KS2 Year 4/5	Pupils should have the opportunities to learn: 18. How their body will, and emotions may, change as they approach and move through puberty 20. About taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact	Pupils should have the opportunities to learn: 2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships 4. to be aware of different types of relationship, including those between acquaintances, friends, relatives and families 8. to judge what kind of physical contact is acceptable or unacceptable and how to respond	puberty, change, grow, mature, private parts, genitals, vagina, labia, vulva, clitoris, penis, testicles, breasts, feelings, excited, up and down, attraction, worried, internal, inside, reproductive organs, menstruation, uterus, fallopian tubes, ovary/ovaries, cervix, menstrual cycle, period, blood, discharge, Adam's apple, penis, testicles, scrotum, sperm, semen, erection, ejaculation, wet dream, masturbation, sweat, body odour, sanitary towel, tampon
Year 6	18. How their body will, and emotions may, change as they approach and move through puberty 19. about human reproduction 20. About taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact	2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships 4. to be aware of different types of relationship, including those between acquaintances, friends, relatives and families 8. to judge what kind of physical contact is acceptable or unacceptable and how to respond	puberty, change, grow, mature, private parts, genitals, , strong feelings, reproductive organs, menstruation, uterus, fallopian tubes, ovary/ovaries, cervix, vagina, labia, clitoris, vulva, penis, testicles, scrotum, sperm, semen, erection, ejaculation, egg, sexual intercourse, conception, embryo, pregnant, birth, contraception, condom, consent

Appendix 2

Notes for Guidance – Answering Children’s Questions

Questions should only be invited from the children in the context of work they have been involved in – i.e. watching a DVD, part of a topic.

It is better to ask the children to generate questions as a group and ask them to be written down. The teacher is then able to group the questions under appropriate headings. Children should be encouraged not to use ‘slang’ or ‘family’ names and terms. The teacher should always correct biological terminology. This may mean that a teacher has to interpret a question before reading it out and answering it.

Where a question is deemed inappropriate either because it is not connected to the subject matter being dealt with or because it goes beyond the scope of the school’s SRE policy or age/stage of development of the pupils, the teacher must either decide to:

- Leave those questions to the end and invite children who have not had their questions answered to speak to the teacher on their own; or,
- Explain that they are only answering questions on a particular topic. In either case the most appropriate action may be for the teacher to suggest that the child asks their parents.

When a child asks a question about sex, out of context of sex education lessons or a related topic the teacher should speak to the child individually to try to ascertain what has prompted the question e.g. ‘Why did you want to know that?’ The teacher can then respond in one of the ways suggested above.