



Waddington All Saints Academy

A L.E.A.D. Academy

## Sex and Relationship Education (SRE)

### Policy of Practice

April 2018

### What is Sex and Relationship Education?

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of family life, including marriage, stable and loving relationships, respect, love and care. It has three main elements:

#### Attitudes and values

- Learning the importance of values and moral considerations.
- Learning the value of family life, and stable and loving relationships.
- Learning the value of love, respect and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

#### Personal and Social skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing respect for others.
- Learning to make informed choices.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.

#### Knowledge and Understanding

- Learning and understanding physical development at appropriate stages.
- Understanding emotions and what makes a healthy relationship.
- Know about puberty.

### Confidentiality and Safeguarding

Everyone involved in SRE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers cannot offer or guarantee unconditional confidentiality.

Teachers will reassure pupils that if confidentiality has to be broken, they will be informed first and then supported as appropriate.

Teachers will be aware that effective SRE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue.

Everyone involved in SRE will be alert to signs of abuse and report concerns or suspicions as outlined in the Child Protection policy. The Head Teacher and Deputy Head teacher who are the trained Designated Safeguarding Leads will be informed of any concerns and will act in accordance with the 'Safeguarding' Policy.



## Inclusion and support

There will be no gender bias in SRE. Teachers will plan a variety of activities which will help engage boys as well as girls, matching to their different learning styles. Single sex groups may be used to encourage discussion and questions. Ethnicity may affect how children talk to their parents and teachers about sex and relationships. Teachers need to be aware that school may be the main or only source of sex education for some children. Consulting pupils and their families will help establish what is appropriate and acceptable in the school community.

The school will ensure the entitlement of all children to SRE and plan lessons appropriate to pupils' age, ability, maturity and individual circumstance. Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals.

## Specific issues

- *Pastoral care* – See the Trust's Equality and Diversity Policy.
- *Preparation for puberty* – Teaching about puberty predominantly begins in Year 5 and continues in year 6. This is considered an appropriate time in order to prepare 'early starters' but also to explain that it is normal for everyone to develop at different rates to reassure those children who develop later.
- *Confidentiality* – The key to successful SRE is to provide a safe and supportive environment in which children feel their views and needs are respected, where they don't feel judged or ridiculed and are safe from bullying and harassment. Therefore learning methods and activities are chosen to protect confidentiality by using distancing techniques such as case studies to provide opportunities for personal reflection.
- *Child protection* – Children are made aware of the school's Safeguarding policy and understand that there are some instances where the teacher would have to break confidentiality and tell someone else for the child's protection. In these circumstances the teacher would inform the school's Designated Safeguarding Lead.
- *Specific questions in class* – Should a question arise relating to SRE that is outside the programme of study being taught, it will be acknowledged. However, it will be clearly explained that it is not an appropriate time to discuss the particular issue. The teacher or visitor will suggest to the individual that they speak to their parent/carer. It will also be explained to the individual that this is a topic that they will be taught at a later date. For example, contraception is not taught in detail until Key Stage 3, therefore if a pupil asks about contraception, the teacher or visitor will explain that contraception refers to measures used to prevent pregnancy, such as condoms or the pill. However, they will not enter into a discussion about the various methods of contraception.
- *Visitors* – A visitor is any person who comes into a school to take part in the delivery of sex education. Individual visitors such as the school nurse, a family planning nurse, a youth worker or a representative of a sanitary protection company may have specialist knowledge or skills. Another type of visitor is someone who may have a personal experience to share, such as a parent talking about having and looking after a baby. Any visit arranged will always complement the current programme and will never substitute or replace teacher-led sex education.
- *Support for girls* – Support is provided to help girls cope with menstruation at school. Sanitary disposal facilities are provided in upper KS2 toilet facilities and girls are made aware of where in school they can go to obtain emergency supplies. All staff (including non-teaching staff) are prepared to deal with requests for sanitary supplies.



- *Accurate terminology* – It is important for all staff to use correct terms when introducing new topics. Family names or common names can be acknowledged but it is good practice to use words such as penis and vagina, for example. Early and accurate naming of children's body parts is vital if children are to develop a positive sense of their bodies as a source of pride and pleasure. If children haven't been equipped with the correct vocabulary for parts of their bodies this can lead to serious implications for child protection.

## Curriculum

Aspects of SRE are taught as an integral part of the school's PSHE provision throughout the primary school from Reception to Year 6. In this way, children are able to develop their ideas, knowledge and skills gradually and appropriately.

PSHE is organised into learning journeys and through discrete sessions chosen by the class teacher if appropriate. A detailed programme of study is used throughout the school from Reception to Year 6, When teaching more sensitive issues, such as puberty or reproduction in KS2, we may make the decision that it is more appropriate to teach single gender groups. For example, separate sessions for girls on the practical aspects of managing periods alongside a separate session for boys based on their particular needs.

On occasions, visitors will come to the school, for example, the school nurse, to deliver specific aspects of the PSHE curriculum. Visitors are invited to the school because of their expertise and knowledge in a particular area and to further develop children's learning. Parents will be notified of any visitors who come into school regarding the teaching of SRE.

### By the end of Key Stage 1

Pupils will be able to:

- Recognise and compare the main external parts of the bodies of humans\*
- Recognise similarities and differences between themselves and others and treat others with sensitivity\*
- Identify and share their feelings with others
- Recognise safe and unsafe situations
- Identify and be able to talk with someone they trust
- Be aware that their feelings and actions have an impact on others
- Make a friend, talk with them and share feelings
- Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

Pupils will know and understand:

- That animals including humans grow and reproduce\*
- That humans and animals can produce offspring and these grow into adults\*
- The basic rules for keeping themselves safe and healthy
- About safe places to play and safe people to be with
- The needs of babies and young people
- Ways in which they are alike and different from others
- That they have some control over their actions and bodies
- The names of main external parts of the body including agreed names for sexual parts
- Why families are special for caring and sharing.



Pupils will have considered:

- Why families are special
- The similarities and differences between people
- How their feelings and actions have an impact on other people.

## By the end of Key Stage 2

Pupils will be able to:

- Express opinions, for example about relationships and bullying
- Listen to, and support others
- Respect other people's viewpoints and beliefs
- Recognise their changing emotions with friends and family and be able to express their feelings positively
- Identify adults they can trust and who they can ask for help
- Be self-confident in a wide range of new situations, such as seeking new friends
- Form opinions that they can articulate to a variety of audiences
- Recognise their own worth and identify positive things about themselves
- Balance the stresses of life in order to promote both their own mental health and wellbeing and that of others
- See things from other people's viewpoints
- Discuss moral questions
- Listen to, support their friends and manage friendship problems
- Recognise and challenge stereotypes, for example in relation to gender
- Recognise the pressure of unwanted physical contact, know ways of resisting it and that they have the right to physical boundaries.

Pupils will know and understand:

- That the life processes common to humans and other animals include growth and reproduction\*
- About the main stages of the human life cycle, including how babies are conceived and how they are born\*
- That pregnancy can be prevented and that there is a need to protect their health during sexual relationships
- About the physical changes that take place at puberty, why they happen and how to manage them
- The many relationships in which they are all involved.
- Why people choose to have stable relationships and possibly marry and how this can impact on family life.
- Where individual families and groups can find help
- How the media impact on forming attitudes towards stereotypes (physical and gender).
- How the media impact on attitudes towards sex and relationships
- That their actions have consequences and be able to anticipate the results of them
- About different forms of bullying people and the feelings of both bullies and victims
- Why being different can provoke bullying and know why this is unacceptable
- About, and accept, a wide range of different family arrangements, for example, second marriages, fostering, extended families and three or more generations living together.

Pupils will have considered:

- The diversity of lifestyles
- How to challenge stereotypes
- Others' points of view including their parents' or carers.
- Why being different can provoke bullying and why this is unacceptable
- When it is appropriate to take a risk and when to say no and seek help



- The diversity of values and customs in the school and in the community
- The need for trust and love in established relationships.

## Resources

A variety of resources are used when providing Sex and Relationship Education. These include fiction and reference books. Leaflets and extracts from videos, games and quizzes. The following points are taken into consideration when choosing resources to aid children's learning and understanding:

- Consistency with the values of PSHE and sex education programme taught in school.
- Appropriateness in terms of language, images, attitude, maturity and understanding required.
- Factually accurate.
- Reflects a range of children and families.
- Addresses the needs of both boys and girls.
- Develops skills, provides opportunities for development of attitudes and discussion of values or/and provides information.
- Encourages active and participatory methods.

In years 5 and 6 resources are used to aid the teaching and learning of puberty, how babies develop, are born and are conceived. At Year 5, children will be shown the video 'All About Me' and in Year 6 'Growing Up – A Guide to Puberty'. Parents are informed prior to these videos being shown and are invited to view any material before it is used in lessons. Parents will also be informed as to any changes in resources used.

## The role of parents

We believe that parents need to be fully aware of the SRE programme that is delivered in school so that they are able to work alongside the school to support their child's development. To ensure that parents are fully aware, they are consulted and informed about what is taught in the SRE lessons. The school hold annual awareness evenings for parents of children in upper KS2 in order for them to find out more about our teaching programme in relation to the content of the SRE programme, where materials and resources are available to view and free leaflets by the DfES entitled 'SRE and Parents' are given out.

**Parents/carers have the right to withdraw their child from some, or all, SRE lessons, but not statutory science lessons. If this step is decided necessary, parents must inform the headteacher of their decision to withdraw their child, so that appropriate arrangements can take place.**

## Complaints

If you have any concerns in relation to this policy and/or the teaching of SRE, in the first instance speak to your child's class teacher, they will endeavour to answer any questions, provide clarity and reassurance and hopefully resolve any issues you may have. If at this point you are not satisfied with the outcome, then please refer to the school's complaints policy.

## Monitoring and Evaluation of learning and teaching

SRE policy and curriculum will be reviewed following the schools rolling programme. This will involve contributions from parents, pupils, the school nurse, teachers and governors.



Regular informal evaluations of the SRE programme take place in order to identify any training needs and keep the programme relevant to the needs of the children. Evaluating what children have learnt will most commonly occur using informal or discrete methods. For example, by providing the children with short quizzes or questionnaires. Evaluation might also include comparing children's responses at the beginning

and end of topics. Teachers delivering the programme are given the opportunity to evaluate the experience enabling them to identify their own professional development needs. PSHE overviews are adapted as appropriate to meet the needs of the individuals and classes.

### **Links to other policies**

- The SRE curriculum is embedded within the PSHE and Citizenship framework
- The SRE covers objectives from the Science Curriculum.
- Safeguarding Policy
- The Equal Opportunities Policy will be followed.
- Health and Safety Procedures will be followed at all times.



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## **Appendix 1**

### **Primary Requirements**

*For Primary Schools, the SRE guidance:*

- Recommends that schools have an SRE programme tailored to the age and the physical and emotional maturity of children and that all children should learn about the emotional and physical changes of puberty before onset;
- Requires schools to make a statement describing SRE both within the National Curriculum and outside it;
- States that SRE at primary level should contribute to the foundation of PSHE and Citizenship 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
  - Are prepared for puberty

With this foundation it is expected that children and young people will develop skills and confidence to enable positive discussion about sexuality and sex and relationships as they get older