

## **Purpose of Policy**

The purpose of this policy is to inform all involved in the delivery of the Sex and Relationship Education (SRE) curriculum within the school, and those with an interest in the curriculum. This is to ensure a unified approach to the use and teaching of SRE throughout the school.

## **Sex and Relationship Education**

The DfE (“Sex and Relationship Education Guidance”, July 2000) defines Sex and Relationship Education as: *“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 also about the teaching of sex, sexuality and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. It is not about the promotion of sexual orientation or sexual activity.”*

## **SRE at Springdale First School**

Sex and Relationship Education in Springdale First School has an essentially broad-based and cross-curricular nature. There is a statutory duty to teach the following as part of the National Curriculum (2014) 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 the above aspects of the Science curriculum.

### **The SRE Programme**

There are three main elements to our SRE programme which are developed as appropriate to the age and physical and emotional maturity of its pupils.

- Gaining knowledge and understanding
- Developing positive attitudes and values
- Extending personal and social skills

Through science, RE and PSHE lessons the following aspects will be taught:

- To identify human relationships and raise awareness of the various types of human families;
- That families and friends should care for each other;
- To develop confidence in talking, listening and thinking about feelings and relationships;
- To protect themselves and ask for help and support;
- To recognise and name the parts of the body, to begin to consider how the body changes during the approach to puberty, and how to look after the body.

## **EYFS**

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 in preparation for learning about the basic biology of human reproduction which takes place in Years 5 or 6. 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.

### **Use of visitors**

"Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator's and teacher's responsibility to plan the curriculum and lessons." Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11. When appropriate, visitors such as the school nurse may be involved in the delivery of Sex and Relationships Education.

### **Children with Special Educational Needs**

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of Sex and Relationships Education.

### **Child Protection / Confidentiality**

Teachers need to be aware that effective Sex and Relationships Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member must inform a Designated Safeguarding Lead in line with the LA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

### **Statutory Requirements**

The school is mindful of its statutory obligation to:

- Publish a Sex and Relationship Education Policy
- Ensure that all teaching materials used are appropriate to the age, religious and cultural backgrounds of its pupils;
- Teach all aspects of Sex Education included in the National Curriculum (2014) for Science
- Inform parents of their right to withdraw their children from SRE other than that taught in National Curriculum Science. (1996 Education Act)

### **Working with Parents**

Information about the topics covered in school is published on the school website and is also available from the school office.

Parents have the right to withdraw their child from those aspects of Sex and Relationships Education not included in the National Curriculum Science Orders. Alternative work will be set in this instance.

### **Responsibilities**

- The Headteacher takes overall responsibility for the SRE policy and its implementation.
- The PSHCE and Science Leaders are responsible for implementing the SRE programme and for monitoring its effective delivery.

### **Monitoring and Evaluation**

Monitoring is the responsibility of the head teacher, named governor and teacher with responsibility for Sex and Relationships Education.

The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change if required.

### **Review**

This policy will be reviewed regularly or as required, for example, to follow new national guidance.