



## **Sex & Relationships Education Policy (SRE)**

### **Aim**

The aim of the Sex and Relationships Education (SRE) Policy is to clarify the content and manner in which SRE is delivered within our school community.

### **Objectives**

To provide pupils throughout the key stages with a structured programme, which will be delivered through physical, emotional and moral education, laying the foundations for further work in secondary school.

To provide pupils with the knowledge, skills and understanding from which they can make informed choices and decisions in the opportunities, responsibilities and experiences of life.

### **Parents/Guardians**

We believe that the parents and guardians are the main educators in children learning to cope with the emotional and physical aspects of growing up and that it is the schools role to support them. The school is committed to working in partnership with parents and acknowledge that Parents / Guardians do have the right to withdraw their child(ren) from SRE, having consulted with the Class Teacher/ Headteacher. Parents who wish to discuss SRE in the school can speak to either their child's Class Teacher, Floor Leader or Headteacher.

### **Confidentiality and Sensitivity**

Because of the personal and sensitive nature of some of the issues raised and discussed during PSHE lessons, pupils may occasionally make disclosures, either in class or to individual staff members.

Staff should not offer pupils, or their parents, unconditional confidentiality. All staff should make it clear that although most information can be kept confidential some may need to be passed on in the best interests of the pupil. However, the pupil will know when this has to happen.

In class, teachers should establish that it is important that pupils agree not to pressure one another to answer questions about their experiences.

Many topics raised will evoke strong feelings – these topics may include sex, drugs, politics, family values, law, environmental issues, bullying and bereavement. Staff must ensure pupils establish ground rules about how they will behave and react towards each other and how issues will be dealt with, in a manner relevant to the year group.



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### **Answering difficult questions**

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly, and can be addressed individually later. The school community believes that individual staff members must use their judgement, skill and discretion in these situations and refer to the Head Teacher/Senior Management Team if they are concerned.

### **Children with special/additional needs**

All children, including those with special or additional needs are entitled to receive SRE. Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have access to the appropriate content of Sex and Relationships Education (SRE). Further advice may be sought from the Physical and Emotional Health Education Officer, or from other services who may be involved with the child(ren).

### **The lessons**

The responsibility for delivery of SRE lies with the Class Teacher. The learning will largely be led by Cronk y Berry teaching staff with support from the DESC if necessary.

### **Learning**

Learning could take place as part of a topic, through story time/ circle time and through the daily life of the school community.

### **Content, Organisation and Delivery**

Sex and Relationships Education (SRE) is presented within a framework that stresses personal responsibility, respect for self and others, and the importance of family life. It should be an integral part of the lifelong learning process beginning in early childhood and continuing in adult life. It will

- support pupils through their physical, emotional and moral development.
- give pupils an understanding of their own growth and development and the rates at which changes take place.
- generate an atmosphere where questions about sexuality and reproduction can be asked and answered without embarrassment.
- provide an acceptable vocabulary for all parts of the body.
- make pupils aware of external influences e.g. newspapers, magazines and television, and help them to make sensible judgements in this context.
- foster the development of critical thinking and questioning skills.
- support pupils in the acquisition of skills and understanding they will need.



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### **EYFS**

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop awareness of emotions, 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 PSHE/Citizenship, children learn about emotions and feelings, 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, PSHE 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.

Specific SRE lessons are delivered in Years 5 and 6\* and cover the following themes:

'Changes' - understanding the physical changes that take place during puberty, why they happen and how to manage them.

'How Babies are made and born' - exploration of how babies are made within the context of a stable, loving relationship. The development of a baby in the womb and how a baby is born is also covered.

'Girl Talk/Boy Talk' - further exploration of physical and emotional changes that take place in both boys and girls during puberty

\*Parents will be informed in writing when the lessons that deal specifically when the Relationships and Sex Education lessons will occur (Year 5 or 6) and written agreement for all children must be sought before the child is involved in any lesson of this nature. Further written permission must be given before the child is included in any subsequent lesson.\*



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### **Resources**

Any resources used will be available for review on request to the Headteacher.  
The School Nurse can also be asked to be involved in the delivery of Y5/6 lessons.

### **Monitoring and Evaluation of the Policy**

The staff will monitor the impact of the policy on the attitudes and understanding of the pupils.

### **Equal Opportunities**

Cronk y Berry School is committed to an Inclusive policy of equal opportunity for all pupils. All children are entitled to a Sex and Relationships Education regardless of personal beliefs, gender, social class or ability. All lessons are planned with these factors in mind.

### **Dissemination**

This policy will be shared with all teaching staff. The policy will be available for parents to read on request.

### **Links with other policies**

*DESC - Sex and Relationship Policy Guidance 2012*

*Safeguarding*

*Anti Bullying*

*Inclusion*

**Policy written** - September 2017

**Policy to be reviewed:** September 2019