

Our vision is for our children to be happy and responsible
young people who achieve their best



Sex and Relationships Policy [SRE]

Adopted by the APMC, SEN and Curriculum
Committee on 17.05.17

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Why do we need an SRE policy?

All maintained schools are required by law to have a current and up-to-date Sex and Relationships policy (SRE) that has been drafted in consultation with the Sex and Relationship Education Guidance (DfEE 0116/2000) document provided by the Secretary of State for Education. Under the Children's Act of 2004, schools also have a duty to promote the well being of their pupils and at Honiton Primary School (HPS) we believe that the teaching of high quality SRE contributes to this duty. SRE will be compulsory in all mainstream schools from September 2019.

How does our SRE policy reflect the ethos and vision for our school?

Our vision is for all of our pupils to be *'happy and responsible young people who achieve their best'*. Our SRE policy reflects the principles of the UNICEF Rights Respecting Schools Programme, a values system of education that underpins all of our work at HPS. Therefore, SRE will be taught in the context of relationships, keeping safe and making sensible, informed choices. In addition, SRE will promote self esteem and emotional health and well being and help our children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community. As the children's world around them develops at an ever-increasing pace we feel it is crucial to empower our children with the PSE skills they will need to stay safe, develop and maintain positive relationships as they grow.

What are the aims of our SRE program?

The aim of SRE at HPS is to provide our children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour and relationships as they progress on their journey through primary school and beyond.

The aims of SRE at HPS are:

- To provide the knowledge and information to which all pupils are entitled to help them make informed decisions leading to a healthy lifestyle.
- To clarify misconceptions and any confusion regarding SRE issues.
- To raise our pupils' self-esteem and confidence, especially in their relationships with other children and adults.
- To help our pupils' develop their social and emotional skills (language & vocabulary, decision making, choice, assertiveness) in order for them to make the most of their abilities.
- To provide our children with the confidence to be participating members of society, valuing themselves and others.
- To help our children gain access to information and support where necessary in order for them to lead safe lifestyles in an ever-changing world.
- To develop our children's knowledge, skills and understanding in order for them to lead healthier and safer lifestyles.

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- To teach our children to respect and care for their bodies.
- To prepare our children for puberty and adulthood.

Who is entitled to receive SRE at HPS?

Every child at HPS is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children. Where possible, every attempt will be made to ensure ease of access to SRE teaching and learning opportunities.

What will we use to teach SRE at HPS?

At HPS, we will be using the *Christopher Winter Project: Teaching SRE in Primary Schools (Foundation to Year 6)* resource to meet the aims of our policy. This is an online resource that can be accessed across the school.

What SRE themes will be taught at HPS and how will it link to the National Curriculum?

At HPS, it is our intention for all of the children to have the opportunity to experience a programme of SRE at a level, which is appropriate for their age and physical development, differentiated where required. Consequently, the units of work taught from Foundation to Year 6 at HPS are as follows:

FOUNDATION STAGE: Theme: 'Our Lives'

- Lesson 1 – Our Day
- Lesson 2 – Keeping Ourselves Clean
- Lesson 3 – Families

KEY STAGE 1:

Year 1: Theme: 'Growing and Caring for Ourselves'

- Lesson 1 – Keeping Clean
- Lesson 2 – Growing and Changing
- Lesson 3 – Families and Care

Year 2 : Theme: 'Differences'

- Lesson 1 – Differences: Boys and Girls
- Lesson 2 – Differences: Male and Female
- Lesson 3 – Naming the Body Parts

KEY STAGE 2:

Year 3: Theme: 'Valuing Difference and Keeping Safe'

- Lesson 1 – Differences: Male and Female
- Lesson 2 – Personal Space
- Lesson 3 – Family Differences

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Year 4: Theme: 'Growing Up'

- Lesson 1 – Growing and Changing
- Lesson 2 – What is Puberty?
- Lesson 3 – Puberty Changes and Reproduction

Year 5: Theme: 'Puberty'

- Lesson 1 – Talking about Puberty
- Lesson 2 – Male and Female Changes
- Lesson 3 – Puberty and hygiene

Year 6: Theme: 'Puberty, Relationships and Reproduction'

- Lesson 1 - Puberty and Reproduction
- Lesson 2 – Understanding and Relationships
- Lesson 3 – Conception and Pregnancy
- Lesson 4 – Communication in Relationships

Our SRE programme links closely with the statutory requirements of the National Curriculum. As of September 2014, the Science National Curriculum states that children will in:

Key Stage 1:

- *Explore and compare the differences between things that are living, dead and things that have never been alive.*
- *Identify, name, label and draw the basic parts of the human body and say which part of the human body is associated with which sense.*
- *Note that animals, including humans, have offspring, which grow into adults.*
- *Describe the importance for humans of exercise, eating the right amounts of different types of foods and hygiene.*

Key Stage 2:

- *Recognise that living things, including humans, can be grouped in a variety of ways*
- *Describe the life process of reproduction in some plants and animals.*
- *Describe the changes as humans develop into old age.*
- *Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.*

How will the impact of our SRE be monitored and evaluated at HPS?

Monitoring and evaluation of SRE is the responsibility of the Headteacher, Deputy Headteacher, named Governor and Rights-Respecting school leader. Regular review of the Rights-Respecting programme, incorporating SRE, will ensure its continued effectiveness in relation to the meeting the aims of this policy. Parents will be encouraged to complete feedback forms after consultation and information meetings. Collecting their views on all areas of the SRE program will assist with the evaluation process.

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How will parents, and other stake holders, be informed about SRE at HPS?

- Primarily, the SRE policy and any other important information can be found on the school website. Hard copies of this information can be requested from the school office.
- The teaching of the SRE units of work across the school will happen in the **summer term**, parents will be notified of any changes to the timetable.
- Parents are able to review the relevant year group/class resources used to teach SRE at anytime. Please make an appointment to see your child's class teacher who will be able to assist you.
- Parents will be offered and encouraged to complete feedback forms after consultation and feedback meetings (prior to a new unit being taught).

Can parents withdraw their children from SRE lessons at HPS?

At HPS we believe strongly that all children should participate in SRE lessons in order for them to develop socially and emotionally. **However, parents do have the right to withdraw their children from SRE sessions that are not included in the National Curriculum Science orders** (Education Act 1996 & Learning and Skills Act, 2000).

Before this happens however, every opportunity will be made by the school to support the parents in coming to a decision. If, parents still wish to withdraw their child from SRE, then they must put this request in writing to the headteacher. Any child withdrawn from a lesson will have alternative learning opportunities provided for them by their class teacher.

The issue of Child Protection and Safeguarding:

Due to the nature of SRE, there may be occasions where-by teachers have cause for concern regarding the well being of a pupil. Should a disclosure occur, the staff member involved should follow the procedures laid down in the ***HPS Safeguarding Policy***. At no point should a member of staff promise confidentiality to a child.