



Anns Grove Primary School Sex and relationships (SRE) Policy

Definition

SRE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

SRE involves a combination of sharing information, and exploring issues and values.

November 2019

Introduction:

At Anns Grove Primary School, we provide an inclusive and caring environment to enable every child to thrive with support and care. The Sex & Relationships Education (SRE) curriculum is an important way of helping children to make sense of growing up as well as some of the bigger questions in life.

Our Sex & Relationships programme promotes pupils' self-esteem, emotional development and helps children to build healthy relationships, acquire information, develop skills and form positive attitudes about sex, relationships and sexuality.

We want to help our young people to learn to respect themselves and others, to know how to keep themselves safe and to move with confidence from childhood, through adolescence and into adulthood. Sex & Relationship education is learning about physical, moral, social and spiritual development and therefore helps pupils develop the skills and understanding they need to live confident, healthy and independent lives.

At Anns Grove Primary School Sex & Relationships Education is:

- an integral part of the PSHE and Science curriculum & is delivered as part of that curriculum.
- taught together within class groups, although children may be separated when appropriate.
- the entitlement of every child in our school.
- taught with sensitivity and provides opportunity to reflect and ask questions.
- promotes a positive and open view of sex, relationships and sexuality.

Aims

The aims of sex and relationship education (SRE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Statutory requirements

SRE is not compulsory in primary schools. However, primary schools are required to teach the elements of sex education contained in the science curriculum. If primary schools do teach SRE, they must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996 and with reference from the DFE document Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers. At Anns Grove Primary School we teach SRE as set out in this policy.

Right of Withdrawal:

Parents have the right to withdraw their children from all or part of SRE sessions, except those elements taught as part of the National Curriculum for Science.

Requests for withdrawal should be put in writing and addressed to the headteacher. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from SRE. Any parent wishing to discuss this aspect of the curriculum in more detail should contact the class teacher or Headteacher for more information.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness

- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

Year Group Overview

EYFS
<ul style="list-style-type: none"> • Bodies (name correct terminology) • Respecting my body • How my body has changed since I was a baby
Year 1
<ul style="list-style-type: none"> • Life cycles (animals and humans) • Changes since being a baby. • Differences between male and female (correct terminology (names)) <i>Penis, Vagina, testicles</i> • Respecting private body parts.
Year 2
<ul style="list-style-type: none"> • Life cycles in nature • Growing from young to old • Physical differences between male and female body parts (correct terminology (names)) <i>Penis, Vagina, testicles</i> • Respecting private body parts • Can say what like/dislike about being girl/boy
Year 3
<ul style="list-style-type: none"> • How babies grow • Understanding babies needs • Outside body changes – (why this needs to happen for a baby to grow) • Inside body changes - (why this needs to happen for a baby to grow)
Year 4
<ul style="list-style-type: none"> • Having a baby • Girls puberty
Year 5
<ul style="list-style-type: none"> • Puberty for girls – how bodies change • Puberty for boys – how bodies change • Conception (including IVF)
Year 6
<ul style="list-style-type: none"> • Puberty and feelings • Conception to birth • Physical attraction • Respect and consent • Boyfriends/girlfriends • sexting

Roles and responsibilities

Governing Body

The governing board will approve the SRE policy, and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that SRE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/nonscience components of SRE.

Staff

Staff are responsible for:

- Delivering SRE in a sensitive way
- Modelling positive attitudes to SRE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of SRE

Staff do not have the right to opt out of teaching SRE. Staff who have concerns about teaching SRE are encouraged to discuss this with the headteacher.

Pupils

Pupils are expected to engage fully in SRE and, when discussing issues related to SRE, treat others with respect and sensitivity.

Safeguarding:

Staff should be familiar with the procedures set out in the DfE document:

'Keeping Children Safe in Education' and the schools safeguarding policies and procedures.

In certain circumstances a child may wish to confide in a trusted member of staff. Safeguarding concerns must be passed on to the Designated Safeguarding Lead (DSL) – Samantha Fearnough (Head teacher) or Head of School, Ann Farrar, or Wendy Roberts, (Learning Mentor).