

## **SEX AND RELATIONSHIPS (SRE) POLICY**

### **INTRODUCTION**

1. This policy sets out Landscape School's aims and approaches for Relationships and Sex Education (hereafter referred to as SRE in line with common educational usage), which is part of the broader Personal, Social and Health Education (PSHE) and Science National Curriculum.
2. Personal, social and health education is vitally important, enabling children to learn effectively and supporting them as they move from childhood through adolescence to become independent young people and valued citizens.
3. The policy has four main purposes:
  - to establish an entitlement for all pupils,
  - to promote coherent, continuous and consistent teaching of SRE across the school,
  - to set out the school's approaches to the subject to promote public, and particularly parents' and carers', understanding of the curriculum, and
  - to establish what teachers can expect by way of support from the school to help them meet their obligations.
4. All Landscape School policies are reviewed periodically. The SRE policy will be reviewed every three years. As with all other policies, we may choose to review sooner if particular aspects need early attention.

### **ENTITLEMENT**

1. Some parts of the national SRE curriculum are compulsory as parts of the Science National Curriculum. In broad terms, these are the scientific or biological aspects that teach children how their bodies work.
2. We encourage all parents / carers to allow their child to learn the full SRE curriculum, but it is possible for parents to elect to withdraw their child from the non-compulsory aspects.
3. Annually we will give parents an opportunity to study the material that will be used prior to any work undertaken with the class.
4. We will clearly identify what material is compulsory.
5. Each class will have half an hour each week dedicated to some aspect of PSHE in every term of every academic year. The SRE curriculum is a part of these sessions and is outlined in the school's PSHE curriculum overview.
6. If any parent / carer wishes to withdraw their child from a particular lesson they should contact the class teacher. We would appreciate some explanation of the decision, to help us when we periodically review our approach to the curriculum.
7. If any child is withdrawn from a particular lesson, we will arrange an alternative activity in school for that lesson, and will ensure that the child is not made to feel excluded.

## **COHERENT, CONTINUOUS AND CONSISTENT TEACHING**

1. Through delivery of this policy and the consistent use of the approaches set out in the next section, we will ensure that all children at Landscore receive consistent and progressive SRE. This will be part of the wider curriculum on Personal, Social and Health Education, and will be taught throughout the school, from Reception to Year 6.
2. We will maintain clear statements of what every child should know, understand or have thought about during key stages (these will usually be the same as those in the Passport document referred to under Further Reading). This will take account of national requirements and will show clear progression of understanding through age groups. The current statements are attached as Appendix A.
3. We will have a co-ordinating teacher for PSHE, with specific responsibility for ensuring that SRE is taught consistently and is available to all children, in line with this policy.
4. Whenever we discuss particular parts of the body or activities, we will teach children the correct, medically understood words. If children use other (slang) words, we will explain that there is a correct word and ensure that they know it. Our intention is to give all children confidence to communicate clearly in a common language.
5. Inappropriate use of language may fall under our policy on bullying.

## **OUR APPROACHES**

1. The focus of SRE at Landscore will be on a full range of social encounters, and we will teach children the importance and sustaining reward of different types of relationships. When we teach about sex in particular, we will emphasise that it is special and for special relationships.
2. We will include specific teaching of the knowledge, confidence and skills to resist peer pressure.
3. We will actively explain different types of relationships (for example, married, single-parent, same-sex) and will emphasise that the ideal is a stable and loving one. We may use marriage as a widely recognised example of a commitment to such a relationship.
4. Teachers will not refer to their own experiences, and we will discourage inappropriate revelations from children. If any child wishes to discuss their own personal relationships in the course of SRE, we will refer them to the school nurse. The nurse has a duty of confidentiality beyond that of teachers.
5. No child will feel stigmatised because we have placed their own family context outside the norm.
6. We aim to protect children from misinformation. To this end, teachers will be aware of children's exposure to relationships through the media, particularly television. If particular events or broadcasts cause significant playground discussion, we may adapt particular sessions to tackle those issues.
7. We will promote awareness that relationships as portrayed in the press or on television may not be ideal, or even realistic.
8. We will not avoid any contentious issues, but will be consistent and will set all issues in the context of stable and loving relationships.

9. We will teach the potential consequences of sexual activities, but will give appropriate emphasis and will make sure that children's knowledge is proportionate to each particular issue.
10. Any child's understanding of relationships is based at least as much, if not considerably more, on their own home than on what is taught in school. All children will, at some time, have homework that involves discussing relationships with their parents or carers.
11. We also welcome parents / carers to borrow SRE material to use at home. Parents / carers should contact the school office or school nurse if they would like to do so.

As a matter of routine, teachers will comment on each child's social development as part of normal assessment, which forms the basis of parents' evenings. We encourage parents' feedback and comments on these occasions.

## **SUPPORTING TEACHERS**

1. We will ensure that teachers are confident to deal with issues that could sometimes make them feel uncomfortable.
2. We will use the best quality teaching material and aids available, and will annually use staff meeting time to allow teachers to discuss the full range of SRE material that they will be expected to use. This will take place before the material is used in SRE sessions, so that we can be sure teachers are comfortable that they can and will use it.
3. Children will ask their teachers questions in the course of SRE. We will encourage this. Teachers will maintain a log of such questions and staff will discuss and agree what answers should be given. Answers may vary for children of different age groups.
4. This will give teachers confidence that they have an answer that is consistent with what other teachers will say, and is endorsed and supported by the school. The log of questions and answers will be kept secure but will be available to all teachers at any time.
5. Any teacher who feels unable to immediately answer a question raised during SRE will use this procedure to consult their colleagues. All questions will be answered, but in such cases the answer may be delayed until a subsequent SRE lesson.
6. Some examples of questions and answers are attached as Appendix B.
7. Together with these questions and answers we will maintain and regularly review clear guidelines of what to, and what not to, discuss with each year group.
8. If any teacher is so uncomfortable that they feel unable to teach a particular aspect of SRE then we will offer a range of support:
  - private discussion with the PSHE co-ordinator;
  - provision of training through recognised courses;
  - a "buddying" system, where a teacher will be supported in the classroom by a colleague;
  - in exceptional cases, and only with clear justification, we will allow a teacher to withdraw from a specific lesson. In such cases the lesson will be taught by another teacher. Any teacher withdrawing from an SRE lesson will be offered specific support and/or training to help them overcome their concerns.

## **RESOURCES AND FURTHER READING**

Teachers will use the Channel 4 'Living and Growing' programmes which will be available to access on the **Video Drive in My Computer**. There will also be a hard copy of the DVD kept by the PSHE coordinator.

Teachers will also use the 'Living and Growing' Resource booklets as part of their follow up work to the programmes, which will also be kept by the PSHE coordinator.

Other information on personal and social development aspects of the national curriculum. including SRE, can be found in:

- Passport - a framework for personal and social development. *Commissioned by the Gulbenkian Foundation, this is aimed at curriculum managers, PSHE and citizenship co-ordinators and other teachers with responsibility for whole school approaches to personal and social development.*
- Personal, Social and Health Education and Citizenship at Key Stages 1 and 2 - initial guidance for schools. *Published by QCA Publications, this is aimed at head teachers, PSHE co-ordinators and class teachers.*
- Sex and Relationships Education Guidance. *Guidance and good practice published by the Department for Education and Employment, this is aimed at head teachers, teachers and school governors.*
- Sex and Relationships. *A report by Her Majesty's Inspectors of Schools.*

This is by no means an exhaustive list. The publications are not part of the school's policy, but may be useful reading to set it in context. Please contact the school office if you would like to see a copy of any of them.

Signed ..... Chair of C and C Committee Date .....

Signed ..... Head Teacher Date .....

# Appendix A

Key stage targets - please also refer to Passport referred to on page 3.

## Science National Curriculum:

KEY STAGE 1	By the end of KS1 pupils should:		
<i>Pupils should learn:</i>	<i>be able to</i>	<i>know and understand</i>	<i>have thought about</i>
that animals including humans move, feed, grow, use their senses and reproduce.	recognise and express pride in themselves.	agreed names for the sexual parts of the body.	their responsibility in caring for younger children and / or their pets.
to recognise and compare the main external parts of the bodies of humans.	recognise and name the basic feelings of happy, sad, frightened, angry.	that both babies and pets have needs.	why families are special for caring and sharing.
that humans and animals can produce offspring and these grow into adults.	make a friend, talk with them, and share feelings.	that they have some control over their actions and bodies.	why teasing is hurtful.
to recognise the similarities between themselves and others and to treat others with sensitivity.	recognise when they feel safe and unsafe.		
	talk with someone they trust when they are worried.		

KEY STAGE 2	By the end of KS2 pupils should:		
<i>Pupils should learn:</i>	<i>be able to</i>	<i>know and understand</i>	<i>have thought about</i>
that the life processes common to humans and animals include nutrition, growth and reproduction.	recognise and tell others with pride and confidence what they are good at.	the basic facts about the processes of conception, pregnancy and birth.	the diversity of lifestyles, and why respect for diversity is important.
the main stages of the human life-cycle.	express opinions, for example about relationships and bullying.	the physical and emotional changes that take place at puberty, why they happen and how to manage e.g. periods and wet dreams.	why it is important to consider others' points of view, including their parents.
	listen to and support their friends, and manage friendship problems.	about different forms of bullying people and the feelings of both bullies and victims.	

recognise their changing emotions with friends and family and be able to express their feelings.

recognise the pressure of unwanted and inappropriate physical contact, and know how to deal with it.

ask for help from a range of adults they know and can trust.

recognise and challenge stereotypes in relation to gender.

that safe routines can lessen the spread of viruses, including the HIV virus.

the many relationships in which they are all involved.

how a family is important to children growing up.

about different family arrangements, including the place of marriage.

how the media impact on forming attitudes.

where individuals, families and groups can go for reliable information.

why it is unacceptable to bully someone who is different for their differences.

## Appendix B

Examples of difficult questions and our proposed answers - to be developed in consultation with teachers.

- ✓ Be honest.
- ✓ Give your time freely and encourage questions.
- ✓ Revisit old ground as they get older.
- ✓ If you don't know the answer, say so and find out (together?).
- ✓ Use humour when appropriate.
- ✓ Check out what it is they're actually asking.
- ✓ Check out what's behind the question - curiosity or anxiety?
- ✓ Find out their level of knowledge and correct any misinformation.
- ✓ Try to encourage them to be open to other peoples' ideas, beliefs and differences.
- ✓ Encourage and allow them to express their opinions.
- ✓ If helpful, back up your information with books, leaflets and pictures.
- ✓ Only offer advice if it is asked for.

Question	Issues to consider	Possible answers

## Appendix C

### Seven Good Reasons to Teach SRE at Primary School

1. Britain has the highest teenage birth rate in Western Europe.
2. Young people are maturing earlier. Approximately ten percent of girls start their periods while at primary school.
3. Children are exposed to a bewildering variety of messages about sexuality, be it from television soaps, the covers of many magazines or newspapers (there to see whenever they visit a sweet shop), the behaviour of people in public, and many other aspects of their daily life.
4. It can have a very positive effect on children's self esteem when they are trusted and their views valued on such "adult" subjects.
5. Our sexuality is a central and significant part of who we are and how we see ourselves in relation to others.
6. Whether we like it or not, the age at which children are becoming sexually active is decreasing. It is essential that we give our children the skills and knowledge to know what they are doing, resist peer pressure, and know where to go for help.
7. Children will learn about sex, if we think not from teachers and parents, then who do we think should teach them?

## Appendix D

### SRE coverage at Landscore Primary School

- Sex and Relationships Education (SRE) will be taught as part of the PSHE curriculum. It will be covered each year, over 3 sessions during the 1<sup>st</sup> half of the Summer Term as outlined in the PSHE yearly overview.
- Teachers will use the Living and Growing DVD and supporting materials to deliver the SRE curriculum.
- Children will be taught in **Year groups** and there will be **2 teachers** present for each session as far as possible. This may be 1 teacher and 1 TA in some cases.
- Discussion sessions in Year 5 and 6 will be in single sex groups.
- There will be some revision and a new 'topic' covered in each year group every year (except Foundation which will be introducing a new topic). As a result of the revision of topics, teams will need to agree and record which follow up activities they will use with the children in advance, to avoid repetition.
- Teachers may direct questions back to parents if they are inappropriate for class discussion.
- Questions can be written and put in a 'post box' so that teachers may select the most appropriate for class discussion and can prepare some answers.
- A letter will go out to parents at the end of the Spring Term informing parents of what their child will be learning and when. Parents will be offered the opportunity to look at the DVD materials if they wish. Parents will also have the right to withdraw their child from the sessions in line with the SRE Policy.
- Teachers will make themselves available for an hour after school when parents can come along and informally meet their child's teacher to discuss any concerns or questions that they have regarding the SRE curriculum, previous to the sessions taking place. Parents will need to be informed of this time.

### Outline of SRE coverage at Landscore

YEAR GROUP	SESSION OUTLINES: PROGRAMMES/ACTIVITIES TO BE COVERED
FOUNDATION	1) DIFFERENCES (DVD) 2) ACTIVITIES (RESOURCE BOOK UNIT 1) 3) ACTIVITIES (RESOURCE BOOK UNIT 1)
YEAR 1	1) DIFFERENCES (R) (DVD) 2) HOW DID I GET HERE? (DVD) 3) ACTIVITIES (RESOURCE BOOK UNIT 1)
YEAR 2	1) HOW DID I GET HERE? (R) (DVD) 2) GROWING UP (DVD) 3) ACTIVITIES (RESOURCE BOOK UNIT 1)
YEAR 3	1) GROWING UP (R) (DVD) 2) CHANGES (DVD) 3) DISCUSSION AND ACTIVITIES
YEAR 4	1) CHANGES (R) (DVD) 2) HOW BABIES ARE MADE (DVD)

	3) DISCUSSION AND ACTIVITIES (RESOURCE BOOK UNIT 2)
YEAR 5	1) HOW BABIES ARE MADE (R) (DVD) 2) HOW BABIES ARE BORN (DVD) 3) OPEN TALK SESSION – QUESTIONS AND DISCUSSION (SINGLE SEX GROUPS)
YEAR 6	1) GIRL TALK/ BOY TALK (DVD) 2) FOLLOW UP ACTIVITIES (RESOURCE BOOK UNIT 3) 3) OPEN TALK SESSION – QUESTIONS AND DISCUSSION (SINGLE SEX GROUPS)