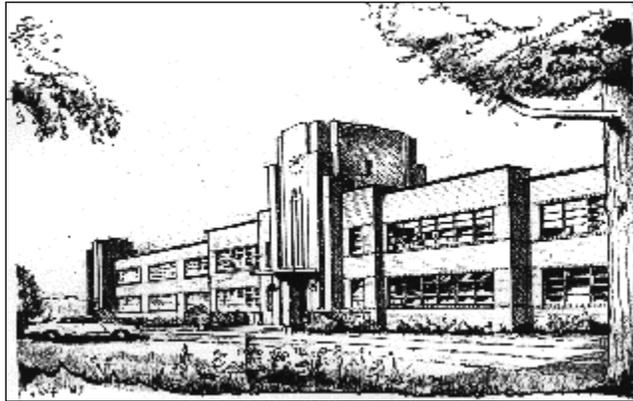


William Torbitt Primary School



Sex and Relationship Education (SRE) Policy

William Torbitt Primary School

SRE Policy November 2014

Rational

'SRE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings'. (Sex Education Forum 1999).

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

What is Sex and relationship education?

It is the life long learning about physical, moral and emotional development. Pupils are taught about the nature of marriage and its importance for family life, stable and loving relationships, respect, love and care. It is also the teaching of sex and sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

Aims:

At William Torbitt Primary School staff aim to teach SRE to equip young people with the understanding of risk, and with the knowledge and skills necessary to make safe, informed and responsible decisions about different types of relationships, their own sexuality and sexual health.

This enables them to:

- Develop a sense of self-worth and well-being
- Respect themselves and others
- Develop a greater understanding of the nature of relationships and the responsibilities of the individual
- Understand and have confidence in their ability to manage the changes that occur throughout puberty
- Respect and value one's own and others' sexuality.

How is SRE provided?

Pupils need to be given accurate information and helped to develop skills to enable them to understand difference and respect themselves and others and for the purpose also of preventing and removing prejudice.

A planned, progressive programme of SRE *gradually and appropriately* begins to prepare our children for adult life. It teaches the skills they need to fully manage the natural physical and emotional changes that will happen to them as they grow and mature into healthy, confident and responsible adults.

In line with national recommendations, SRE at William Torbitt will not be delivered in isolation, but firmly embedded into the curriculum including PHSE, Science, and Citizenship frameworks. William Torbitt follows Croydon Council's Scheme of Work for SRE which is led by the class teachers through discussions. SRE is taught to each year group, starting in Reception. The sexual intercourse element of SRE is delivered towards the end of year 5, as by this time, some of the children start the process of puberty and others during year 6.

SRE at William Torbitt covers the following areas:

Attitudes and Values

- Learning about the values of family life and stable relationships.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on understanding of differences and with the absence of prejudice.
- Providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions,
- To manage conflict.

Knowledge and Understanding

- Information about healthier, safer lifestyles
- Physical development
- Emotions, relationships and reproduction.

Pupils at William Torbitt also develop their sensitivity and tolerance towards others through:

- RE and collective worship
- Circle time

Sex and relationship education is usually delivered in mixed gender groups. However, there may be occasions where single gender groups are more appropriate and relevant

SRE and Science Curriculum

SRE will be taught along side the current Science curriculum and in consultation with the Science subject leader. (See National curriculum science programmes of study)

Content and Delivery

SRE is planned in each year group from reception, linking the content with PSHE and Citizenship, Science, Religious Education and international primary curriculum units.

Research has shown that good sex education helps to delay rather than to accelerate the age at which young people start to become sexually active. These findings support a programme of sex education that begins in EYFS and continues to build on previous learning. They indicate the need for sex education that is not just science but is also part of PSHE and Citizenship with the concept of 'relationships' at the heart of what is taught.

Class teachers teach the lessons in the classroom setting in mixed gender groups. They are given appropriate training to help them deliver lessons confidently. If a teacher feels uncomfortable about teaching an element of SRE, another teacher experienced in teaching SRE will take the lesson, or team-teach if that is felt appropriate. Whenever possible the School Nurse and other health professionals are invited to give a talk. In addition, assemblies and circle time activities, offer opportunities to reflect on SRE issues and promote self confidence, staying safe and self esteem.

Accurate and appropriate vocabulary for names of the body parts is used from EYFS to Year 6.

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. Topics are presented in a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Homophobic language and bullying is challenged and dealt with strongly yet sensitively.

An outline of what is taught is as follows:

Year	Topic	Learning intentions	Learning outcomes
Early years	Myself and Others	To recognise some feelings To recognise that their behaviour affects other people, especially when angry	To begin to have identified some of their feelings and recognise some of the ways they express them To recognised how our feelings can influence our friendships To realise that their behaviour (words and actions) can affect other people
	Family Networks	That family and friends care for each other	To have identified family members and friends and the roles that they play To know who they can talk to at home and in school
	Body Awareness	To appreciate and value their body, its capabilities and uniqueness	To know that humans produce babies that grow into children and then into adults To consider the ways they have changed physically since they were born To begin to recognise the proper names for the external parts of the body

			To be able to describe some of the functions of some of some of the parts of the body
	Hygiene	To understand why hygiene is important	To explain why it is important to keep clean To understand some basic hygiene routines To understand some areas in which they can look after themselves e.g. dressing and undressing

Year	Topic	Leaning intentions	Learning outcomes
Year 1	Myself and Others	To know the importance of valuing oneself To begin to realise that everyone is different	To describe and begin to value individuality and to recognise and celebrate their emotions, gifts and talents To know and value the different groups to which they belong To recognise similarities and differences between themselves and their peers
	Body Parts	To recognise their bodies' capabilities and uniqueness	To identify similarities and differences between themselves and the opposite gender To recognise and name, using the proper terminology parts of the body and what those parts do.
	Family	To know that there are different types of family and all families have special roles in children's lives	To be able to describe their family To understand why their families are special To identify different ways that families and individual members care for each other To have identified their special people and be able to describe what makes them special
	Friendships	To understand what friendship is	To describe who a friend is and what a friend does To demonstrate some skills needed to make and maintain friendships
	Choices	To recognised children can make choices	To understand that they have choices To recognise that choices and responses will be affected by different factors To recognise that some choices will be wrong and other choices will be right To identify a simple way for decision making

Year	Topic	Leaning intentions	Learning outcomes
Year 2	Body development	To learn that humans produce babies which grow in to children and then into adults How they have changed since they were babies	To know that adults have babies that develop into children and then into adults To know some changes they have gone through from babies to now
	Looking After the Body	To learn why it is important to keep clean	To describe how to look after particular parts of the body To explain why it is important to keep clean To be able to describe and carry out basic hygiene routines To know what they can take responsibility for and know when they need help
	Safety	To have considered personal space, touch and my body	To know my body belongs to me To have considered touches that we like and do not like To have identified people we can talk to
	secrets	To know the difference between a good secret and a bad secret	To have considered good secrets and bad secrets To have identifies who they can talk to and ask for help

Year	Topic	Leaning intentions	Learning outcomes
Year 3	Self Esteem	To recognise their worth as individual by identifying positive things about themselves and their achievements and by beginning to identify an area that needs to be strengthened	To see oneself as special, to recognise strengths, abilities and personal characteristics To have begun to build self esteem and confidence by looking at their skills and achievements To begin to identify personal areas that need improvement
	Differences and Similarities	To recognise that human differences and similarities arise from a number of factors including cultural, ethnic, racial, and religious diversity, gender and disability	To consider factors that contribute to their own identity Consider similarities and differences between people in their community Understand that people's actions and responses will be affected by different factors Be able to recognise and challenge some stereotypes
	Decision Making	To be able to demonstrate simple decision making strategies	To recognise that choices require decisions To be able to consider different possibilities To demonstrate effective decision making skills
	Safety	To be able to use basic techniques to resist pressure	To be able to identify potential dangers in different environments To recognise that pressure to behave in an acceptable or risky way can come from a variety of sources, including media and people they know To demonstrate basic techniques to resist pressure To know who they can go to for support and help

Year	Topic	Leaning intentions	Learning outcomes
Year 4	Emotions	To be able to communicate both positive and negative emotions in different situations	To identify and recognise in themselves a range of different emotions To understand how their emotions affect their interactions with other people To give examples of their actions which can affect the emotions of other people To appreciate that their emotions can lead them into risky situations
	Change	To appreciate that over time we change, physically and emotionally	To consider changes that can take place in our lives and those of others To appreciate as we change we are able to do different things and take on different responsibilities
	Assertiveness	To understand and be able to use assertiveness	To have practised being assertive in different situations

Year	Topic	Leaning intentions	Learning outcomes
Year 5	Relationships	To be aware that there are different types of relationships, including marriage and those between family and friends To identify their support network and how, when and where to find support when the people in their network cannot help	To have explored some of the differences in relationships between friends and family To be able to consider and discuss a range of family types including single parents and foster parents To have considered the meaning of the word love and the variety of different meanings that it has To have considered how other people feel in some situations and how this helps or hinders friendships To have practised skills needed to maintain relationships
	Support Networks	The physical and emotional changes that take place at puberty	Identify people in their support network and describe why they are special to them Demonstrate that they know how to ask for help and support Identify whom to ask for help in certain situations

			Identify some sources of outside support beyond their immediate network Identify possible risks in seeking support and how to manage these
	Puberty and Hygiene	To be aware of the facts of the human life cycle including sexual intercourse	To name the main male and female internal and external sexual reproductive parts, using the correct terminology To be aware that puberty occurs at different times for different people and be able to explain why To identify and describe the main physical and emotional changes that take place at puberty for boys and girls To be able to identify and understand how hygiene needs to change during puberty To make clear the link between changes at puberty, sexual intercourse and the start of a baby To explore girls perceptions of boys and s perceptions of girls in a variety of situations
	Reproduction and pregnancy	To be able to explain how conception occurs in humans To understand that many people use contraception to control when they have children and how many they have To be aware of the stages of the development of a bay in the uterus To be able to discuss some of the responsibilities of parenthood	Reproduction and pregnancy

Year	Topic	Leaning intentions	Learning outcomes
Year 6	Resolving conflict in Relationships	To resolve differences through negotiation skills by looking at alternatives, making decisions and explaining choices	To be able to describe different types of conflict To explain actions help and hinder conflict situations To be able to recognise a win / win situation To know how to respond in these situations
	Taking Risks	To be able to explain their choices and stand by their choices in the face of pressure	To be able to identify some risks in specific situations To be able to identify what influences their decisions To understand how self confidence, communication skills and assertiveness can help them to keep safe To have practiced voicing their concerns and their choices in the face of different pressures
	Stereotyping	To recognise and challenge stereotyping	To be able to define what stereotyping is To be able to identify when stereotyping occurs To have explored media – music, television, magazines etc – portrayal of stereotypical images To have practiced challenging

Techniques for Teaching SRE

Wherever SRE takes place, and whatever opportunities and approaches are chosen, it is essential that a secure learning environment is established.

Ground Rules

- No one will have to answer a personal question.
- No one will be forced to take part in a discussion.
- Only the correct names for body parts will be used.
- Meanings of words are explained in a sensible and factual way.

Distancing Techniques

Teachers avoid embarrassment and protect pupils' privacy by de-personalising discussions.

Dealing with Questions

Teachers establish clear parameters of what is appropriate and inappropriate in a whole class setting:

- If a question is too personal the teacher reminds the pupil of the ground rules.
- If the teacher does not know an answer to a question he/she suggests that this be researched later.
- If a question is too explicit or inappropriate for a whole class, the teacher acknowledges that it will be addressed later on an individual basis.
- In Year 5 or 6 a question box can be used where pupils can anonymously, if wished, place questions after a discussion or SRE session. The teacher can then answer and discuss these questions at an appropriate time with the class.

Monitoring and Evaluation

The PSHE/SRE Leader liaises with teachers in the different year groups as part of the school's monitoring policy. Teachers assess the lessons as part of the weekly and termly assessment policy and report important issues to the Child Protection officer.

Pupils reflect on their own learning to consolidate what they have learned to form new understanding, skills and attitudes. Circle Time is a useful tool to aid reflection.

Confidentiality and Child Protection Issues

SRE will take place in a secure and supportive environment however the children will be made aware that teachers **cannot** offer unconditional confidentiality. All staff involved in delivering and supporting SRE should be alert to the signs of abuse, neglect and exploitation. The school has a separate Child Protection Policy. Effective SRE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns. If a member of staff believes that the child is at risk or danger, she/he follows the basic child protection procedures and speaks to the Child Protection Liaison Officer (CPLO) who takes action as laid down in the Child Protection Policy.

Working in Partnership with Parents

Parents are the key people in:

- Teaching their children about sex and relationships;
- Maintaining the culture and ethos of the family;
- Helping their children cope with the emotional and physical aspects of growing up
- Preparing them for the challenges and responsibilities that sexual maturity brings.

William Torbitt Primary School staff work in partnership with parents and concerns can be discussed with the class teacher. They are consulted by letter on the content of sex and relationships education programmes.

Parents have the right to withdraw their children from all or part of the SRE provided except for those parts included in the statutory National Curriculum. Parents are asked to contact the Headteacher who will be available to discuss any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn, they cannot take part in the SRE programme until the request for withdrawal has been removed.

In this situation it may be appropriate to offer leaflets or details of organisations that can support them in talking to their child about sex and relationships. There is a leaflet available, 'SRE and parents', which supports parents and carers who withdraw their children from sex and relationship education. The leaflet is available from the following website:

<http://webarchive.nationalarchives.gov.uk> or alternatively, search 'SRE and Parents Leaflet' on your internet browser.

The National Children's Bureau (NCB) produces a number of factsheets designed to help adults speak about sex and relationships to their own children, to children in foster care and to looked-after children in public care. These are available from the Sex Education Forum (www.ncb.org.uk/sef).

In the SRE Curriculum particular regard is given to SEN Pupils. They are given individual support to ensure understanding and avoid misconceptions. Ethnic and religious groups are also considered. There is a list of bilingual teachers and Learning Support Assistants who can be called upon as required.

In addition, parents of Year 5 and 6 pupils are invited to the annual talks/workshops undertaken by the school nurse and other health professionals i.e. Mothers and Daughters and Men and Boys.

Working with the Wider Community

Elements of sex and relationship education are also provided by a range of people in the wider community including health professionals, and visitors. If people other than school staff support SRE provision, they will be made aware of and agree to abide to our SRE policy before any support is given. Local religious leaders are consulted regularly regarding the content of the SRE scheme of work and policy.

Equal Opportunities

The school is committed to the provision of SRE to all of its pupils, regardless of race, gender, ability, culture or religion. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Materials and resources for lessons should be chosen carefully avoiding stereotypical images. Teaching activities are aimed to ensure that they engage both boys and girls.

Dissemination

All staff and governors receive a copy of the SRE policy. In addition to this, a copy is available on the school website and school learning platform (FRONTER). Training is regularly delivered to staff of policy content. Copies of SRE policy are available from the school office on request from parents. A small summary of the policy is included in the school brochure.

Review and Monitoring

The Sex and Relationships Education Policy is reviewed every three years by Governors. The SRE programme is monitored by the PSHE leader.

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