



## **Hollybrook Infant and Junior Schools**

### **Sex and Relationships (SRE) Policy**

At Hollybrook Infant and Junior School we believe that children should have the opportunity to develop high self-esteem, with the ability to form secure relationships and make informed decisions about moral and social issues. Our teaching will aim to help our children cope with the physical and emotional challenges of growing up.

Relationships and sex education develops children's awareness of, and respect for, themselves and others by aiding their development of positive self-esteem, which will help children cope with the challenges of personal growth. It enables children to be aware of the personal choices they can make and prepares them to make responsible decisions. It allows them to explore feelings and emotions through a variety of different contexts and enjoy the confidence in their own ability.

As part of the sex and relationships education framework, pupils are taught about the nature and importance of family life. Pupils will learn about the significance of loving and caring relationships and will have the opportunity to learn and understand different types of family. Parents and carers are the key people for their child's learning about sex and relationships and schools should always work in partnership with home. Parents and carers need to know that the school's SRE programme will complement their role and support them in the education of their child regarding sex and relationships. Hollybrook Infant and Junior Schools will ensure that parents' and carers' views are heard and that taught SRE is culturally appropriate and inclusive of all of our children.

#### **Aims and Objectives**

There are three main elements to our SRE programme:

- Gaining knowledge and understanding
- Developing positive attitudes and values
- Extending personal and social skills

At Hollybrook Infant and Junior School, we have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate.

The objectives of Sex and Relationships Education at Hollybrook Infant and Junior School are:

- To enable our pupils to make responsible, informed and healthy decisions about their lives, both now and in the future.

- To teach our pupils to respect themselves and others so they can move confidently from childhood through to adolescence and into adulthood.
- To provide a supportive learning environment in which pupils can develop their feelings of self-worth and confidence, especially in relationship to others.

### **Sex and Relationships Education in the context of the National Curriculum:**

#### **Legal requirements**

Hollybrook Infant and Junior School have a statutory duty to teach the following as part of the National Curriculum Science Orders.

#### **Key Stage 1**

- Notice that animals, including humans, have offspring which grow into adults.
- Name some external body parts

#### **Key Stage 2**

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Parents do not have the right to withdraw their child/children from these above aspects of the Science curriculum.

#### **EYFS**

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they 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, 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 and PSHE, 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.

At Hollybrook Junior the Sex and Relationships Education Programme (SRE) is organised by Ms C Alderson (deputy head teacher). Specific SRE lessons are delivered in Years 5 and 6 and cover the following themes:

## **Year 5**

### ***'Changes'***

These sessions cover understanding the physical changes that take place during puberty, why they happen and how to manage them.

## **Year 6**

### ***'How Babies are Made'***

### ***'How Babies are Born'***

These sessions explain how babies are made within the context of a stable, loving relationship. They show the children how a baby develops in the womb and how a baby is born.

### ***'Girl Talk'***

### ***'Boy Talk'***

These sessions further explore the physical and emotional changes that take place to both boys and girls during puberty.

SRE is taught by the class teacher. A range of teaching methods are used but primarily a computer based program.

Sex and Relationships Education is usually delivered in mixed gender groups. However, there are occasions where single gender groups are more appropriate and relevant.

### **Consulting Parents**

The school informs parents when aspects of the sex and relationship programme are being taught in school and provides an information evening for parents to discuss the content of the lessons and to view the resources being used.

Materials which will be used in the school's SRE Programme can be seen by parents in school on request to Ms Alderson who is the designated teacher with responsibility for coordinating Sex and Relationships Education in the Junior School.

Parents have the right to withdraw their children from those aspects of Sex and Relationships Education not included in the National Curriculum Science Orders - alternative work will be set.

## **Sex and Relationships Education – Policy and Practice**

- A designated teacher (Ms Alderson) will have overall responsibility for the provision of the programme, for monitoring developments within sex education and for recommending to governors any amendments that she feels necessary and appropriate
- Parents will receive prior notification of the SRE Programme to enable them to discuss issues with staff or their own children
- Materials used in the SRE Programme will be available to parents on request
- Parents may withdraw their children from all or part of the school's SRE Programme if they wish
- The SRE Programme will cover aspects of personal hygiene, puberty, menstruation, pregnancy and birth
- The children will be taught in both single and mixed gender groups as appropriate
- Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age culture, disability, sexuality, language special needs, disadvantaged and looked after children
- It is our intention all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required
- The schools' SRE Policy is subject to annual review

### **Dealing with Questions**

Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting. Teachers will endeavour to answer questions as honestly as possible but questions which are not age appropriate and beyond the Key Stage 2 objectives, will not be answered or explored in school.

- If a question is too personal, the teacher should remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer him or her to the appropriate person, such as parent, school nurse, helpline, or an outside agency or service
- If a teacher doesn't know the answer to a question, it is important to acknowledge this and to suggest that the pupil or teacher or both together research the question later
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later. In this way, the pupil will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience of inappropriate information
- To maintain trust and respect the teacher must remember to talk with the pupil later; and
- If a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school's child protection procedures.

### **Visitors**

Visitors should complement but never substitute or replace planned provision. It is the PSHE Co-ordinator's and teacher's responsibility to plan the curriculum and lessons.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of SRE in school.

- Visitors are invited in to school because of the particular expertise or contribution they are able to make

- All visitors are familiar with and understand the school's SRE policy and work within it
- All input to SRE lessons are part of a planned programme and negotiated and agreed with staff in advance All visitors are supervised/supported by a member of staff at all times
- The input of visitors is monitored and evaluated by staff
- When appropriate the school nurse may be involved in the delivery of SRE

### **Children with Special Needs**

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of Sex and Relationships Education.

### **Child Protection / Confidentiality**

Teachers need to be aware that effective Sex and Relationships Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Designated Safeguarding Lead Officer (Headteacher) in line with the schools' child protection and safeguarding policy.

A member of staff cannot promise confidentiality if concerns exist.

### **Monitoring and Evaluation**

Sex and relationship education is monitored and evaluated by the Headteacher, SLT, teacher with responsibility for Sex and Relationships Education (Key Stage 2) and PSHE Co-ordinator (Key Stage 1).

The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change if required.

This policy document will be available to parents via our website or via requesting a paper copy from the school office.

**Policy approved and adopted:                    May 2017**

**Review date:    May 2018**

### **Links with other policies:**

This policy is linked with the following policies:

Equality  
 Child Protection and Safeguarding  
 Behaviour  
 Anti Bullying