



Sex and Relationships Education (SRE) Policy

Date of Policy: March 2016

Date of Next Review: March 2019

This policy has been developed in accordance with Dfes SRE guidance 2000 and Warrington guidance for writing an SRE policy 2007.

Background and Context

Barrow Hall is bigger than most primaries, and is situated in a suburb of Warrington, Cheshire. Although the proportion of pupils taking free school meals is below average, the area in which the school is situated is broadly average in social and economic terms. Most pupils are White British, with small numbers from a variety of minority ethnic backgrounds. A very small number is at an early stage of learning English. The proportion of pupils with learning difficulties and/or disabilities is below average.

Consultation and Development process

Pupils

In the development of this policy pupils were consulted about SRE through the school council to ask them what they felt they should learn about. This was collected in class councils and feedback given to the school council. They felt that talking, listening and thinking about feelings and relationships was important and who and where to go and ask for help.

Parents

Parents were consulted during a parent workshop on SRE. They were given the old policy and a questionnaire to return to school. Parents placed emphasis on the importance of developing confidence in talking, listening and thinking about feelings and relationships; also knowing about ways to keep safe and access help. They also felt preparing children for puberty was an important aspect for us to deliver too.

Staff and Governors

Staff were given a copy of the draft policy and asked to make suggestions of anything they would change, or would add to it. After consultation with pupils, parents and staff we presented the policy to governors who felt the policy worked well with the context and moral framework of the school.

Aims and Objectives of the Policy

The aim of this SRE policy is to provide a working document giving clear guidance to governors, staff and parents on what is delivered, why its delivered, how it will be delivered and when it will be reviewed.

Moral and Values Framework

‘Our school believes that SRE encourages the following values:

- Respect for self and others
- Tolerance towards others who may have different backgrounds, culture or views
- The importance of stable loving relationships, family life, and marriage
- The importance of honesty, care and love in relationship

This reflects our mission statement: ‘We are here to feel secure, be valued and to learn.’

Content of the SRE programme

Key stage 1

Pupils should be able to:

Recognise and compare the main external parts of the bodies of humans.

Recognise similarities and differences between themselves and others and treat others with sensitivity.

Identify and share feelings with others

Recognise safe and unsafe situations

Identify and be able to talk to someone they trust

Be aware that their feelings and actions have an impact on others

Make a friend, talk with them and share feelings

Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

Pupils should know and understand:

That animals, including humans, grow and reproduce

That humans and animals can produce offspring and these grow into adults

The basis rules for keeping themselves safe and healthy

About safe places to play and safe people to be with

The needs of babies and young people

Ways in which they are alike and different from others

That they have some control over their actions and beliefs

Why families are special for caring and sharing

Pupils will have considered:

Why families are so special

The similarities and differences between people

How their feelings and actions have an impact on other people.

Key stage 2

Pupils should be able to:

Express opinions, for example about relationships and bullying

Listen to and support others

Respect other people's viewpoints and beliefs

Recognise their changing emotions with friends and family and be able to express their feelings positively

Identify adults they can trust can who they can ask for help

Be self confident in a wide range of new situations, such as seeking new friends

Form opinions that they can articulate to a variety of audiences

Recognise their own worth and identify positive things about themselves

Balance the stresses of life in order to promote both their own mental health and well being and that of others

See things from other people's viewpoints, for example their parents and their carers

Discuss moral issues

Listen to and support their friends and manage friendship problems

Recognise and challenge stereotypes, for example in relation to gender

Recognise the pressure of unwanted physical contact, and know ways of resisting it.

Pupils should know and understand:

That the life processes common to humans and other animals include growth and reproduction

About the main stages of human life

That safe routines can stop the spread of viruses including HIV

About the physical changes that take place during puberty, why they happen and how to manage them. The names of the main external parts of the body including agreed names for the sexual parts

The many relationships in which they are involved

Where individual families and groups can find help

How the media impacts on forming attitudes

About keeping themselves safe when involved in a risky activities

That their actions have consequences and be able to anticipate the results of them

About different forms of bullying people and the feelings of both bullies and victims

Why being different can provoke bullying and know why this is unacceptable

About and accept a wide range of different family arrangements, for example, second marriages, fostering, extended families and 3 or more generations living together

Pupils will have considered:

The diversity of lifestyles

Other's points of view, including parents and carers

Why being different can provoke bullying and why this is unacceptable

When it is appropriate to take and risk and when to say no and seek help

The diversity of values and customs in the school and in the community

The need for trust and love in established relationships

Organisation of the SRE programme

SRE is delivered through a mixture of circle time and discrete lessons across the age ranges. Some of it can also be delivered through a cross curricular approach, as in Key Stage 1 where we have combined the development of speaking and listening skills with the delivery of SRE and PHSCE. *Many themes are covered in lessons known as P4C (Philosophy for Children), where pupils get discuss and explore their thoughts and feeling about moral issues.* SRE can also be delivered through other subjects such as, Literacy and R.E.

SRE is taught predominantly in mixed gender groups but it is proposed that puberty talks are delivered to Year 5 girls to prepare them earlier for menstruation. In the following year further puberty talks will be given to both boys and girls in Year 6 separately. The girls' session will be a continuation of the information given in year 5 about menstruation but will give details about changes to both genders during puberty. The boys' talk will focus on the physical changes to the male body (this will include sperm production, erections and wet dreams) and how hormones also effect the skin, voice etc. Usually these sessions are given by the Schools Health Advisor who presents the information in an informal way using videos and quizzes. Parents are always informed about the 'Puberty Talks' and can requests if they would like their child to be withdrawn from the sessions.

We use a range of resources, including the PHSCE matrix, SEALS, LCP scheme and other online resources. The SHA also supports us with resources.

Specific Issues Statements

Use of Visitors

We use a variety of different visitors to help support the teaching of this area. We have used the SHA, dental nurse, fire-fighters, transport police to name but a few. We strongly believe that using these visitors, helps to make our curriculum more exciting and effective.

Links with other policies

This policy is linked to the confidentiality and child protection policies.

Informing parents of the right to withdraw

For the year 6 children to attend the growing up workshops we require written consent from their parents and a standard letter is sent out.

Procedures for pupils who are withdrawn from sessions

If parents choose to withdraw their children, then their details are forwarded on so that they can be sent some advice literature about how to deal with this issue at home.

Answering difficult questions

There are many different strategies depending on the type of question asked.

- Answer the question there and then.
- Suggest they ask their parents.
- Refer the issue to a circle time session.
- Suggest one to one bubble time.
- Use a question box.
- Throw the question back to the child or open it up for the class.

How you deal with it depends on the sensitivity of the question.

Dissemination of the Policy

This policy is made available to be viewed by the whole school community on the schools website, or by request at the school office. Copies of all policies are kept in the head teacher's room.

Arrangements for Monitoring and Evaluation

This policy is to be reviewed every 2 years and will be evaluated and monitored by the PHSE co-ordinator