



'Relationships and Growing Up Education' (SRE) POLICY

**This policy has been approved by
the Governing Body
January 2018**

SEX AND RELATIONSHIP EDUCATION (SRE POLICY)

Aims of the SRE policy:

- To provide clear guidance for staff, parents and governors.
- To ensure progression in SRE throughout the school from Reception to Year 6 and build a foundation for further work at Secondary School.
- To ensure partnership between home and school

Characteristics of the school:

Pearl Hyde Primary School was formed in September 1974. It is situated in the Wyken Ward area of Coventry close to the Coventry University Hospital and Junction 2 of the M6. The school caters for children aged 4 to 11 years, with 310 children on roll. The school is situated in the heart of the community made up of well-established privately owned houses together with privately rented housing.

What is Sex and Relationship Education?:

At Pearl Hyde we believe that SRE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable, secure and loving relationships for family life. Children will also learn about the importance of respect, love and care. It is also important that children learn to recognise the similarities between themselves and others and to treat others with sensitivity.

Aims of the SRE curriculum:

- To help young people respect themselves and others.
- To support children through their physical, emotional and moral development.
- To encourage the acquisition of knowledge, understanding, skills, attitudes and values which allow our children to manage their personal development and relationships from birth to adulthood in a responsible healthy manner.
- To ensure that all questions asked by the children are answered sensitively according to the level of the children's understanding.

The teaching of SRE:

Concepts such as love, joy, anger, trust and respect are all difficult to describe, but at Pearl Hyde we believe that these emotions need to be explored. Therefore we consider SRE to be very important for our children's development. SRE is taught in a variety of ways including through the science, RE, and PSHE and Citizenship curriculum. The school has also adopted resources from the 'Taking Care Program' (Protective Behaviours) across all year groups.

The sex education programme will respect the school ethos and demonstrate and encourage the following values:

- Respect for oneself,
- Respect for others,
- Responsibility for their own actions,
- Responsibility for their family, friends, school and the wider community.

National Curriculum content:

Certain aspects of SRE are a statutory requirement as part of the National Curriculum for Science and PSHE.

Science at KS1:

Children will learn:

2f that humans and other animals can produce offspring and that these offspring grow into adults.

Science at KS2:

Children will learn:

2f about the main stages of the human life cycle.

PSHE at KS1:

Children will learn:

- 3a how to make simple choices that improve their health and well being
- 3e names of the main parts of the body.
- 3d the process of growing from young to old and how people's needs change.
- 4 to develop good relationships and respect for the differences between people.

PSHE at KS2:

Children will learn:

- 1d to recognise as they approach puberty how people's emotions change and how to deal with feelings towards themselves, their families and others in a positive way.
- 3c how the body changes as they approach puberty.
- 3e to recognise different risks in different situations and then to behave responsibly, and judging what kind of physical contact is acceptable and unacceptable
- 4c to be aware of different types of relationships, including marriage, those between friends and within families. Develop the skills to be effective in relationships.

Methods of teaching:

Due to the sensitive nature of SRE and the exploration of emotions we use a variety of teaching methods that include:

- Discussions and activities with a class or small group including Circle time.
- Question boxes.
- Use of relevant books and videos.
- Professional Visitors e.g. the school nurse and Health Education service.
- Cross Curricular as part of class topics including IPC units.

Long Term Plan

Year	Suggested themes linked to 'The Taking Care' Program
YR	<p>Friendship Happy and Sad</p> <p>My body</p> <p>Beginnings of life – chicks and plants</p> <p>Changes from birth to now</p> <p>Sharing</p> <p>Washing hands after toilet and before eating</p>
1/2	<p>People in my life. What they do for me and what I do for them.</p> <p>My moods</p> <p>Keeping safe</p> <p>Beginnings of life – plants</p> <p>Getting on and sharing</p> <p>What makes me happy</p> <p>What helps us to get on with each other?</p> <p>What I like and dislike about others</p> <p>Keeping myself clean and fit</p> <p>People who help me care for myself</p>
1/2	<p>Loss and mourning (e.g. loss of a pet)</p> <p>Keeping safe</p> <p>Saying no</p> <p>My body and other people's bodies, similarities and differences.</p> <p>Beginnings of life – plants and animals</p> <p>Growth in people and changes as we grow</p> <p>Different types of families</p> <p>Changes as we grow</p> <p>Feelings in families</p> <p>Inside my body – functions of different parts</p>
3/4	<p>Feelings – happy, sad, embarrassed, scared etc.</p> <p>Difficult situations – teasing and bullying</p> <p>Friendships</p> <p>Keeping healthy</p> <p>Families and how they behave – what members expect from each other</p> <p>Celebrations - birth, Christening etc.</p> <p>Similarities and differences in people</p>
3/4	<p>Family trees</p> <p>Keeping healthy – exercise, diet and immune system</p> <p>Friendships – making and losing</p> <p>Making decisions – influences on me</p> <p>Keeping safe – saying no</p> <p>Celebrations - marriage</p> <p>Death</p>
5/6	<p>Varied lifestyles in class and community – difference in others and how we feel about these differences</p> <p>Decision making, risk taking</p> <p>Changes in my body and in those of others</p> <p>Why these changes are happening</p> <p>Things that go into my body that help (nutrition and medicine) and harm (some drugs, cigarette smoke, poisons)</p>

5/6	<p>Changes in my body and in those of others</p> <p>Why these changes are happening</p> <p>Things that go into my body that help (nutrition and medicine) and harm (some drugs, cigarette smoke, poisons)</p> <p>Messages about health and sexuality from television, films and newspapers</p> <p>How babies begin and are born</p> <p>Feelings about the future e.g. changing schools</p>
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Sex Education in Year 5 and 6:

The human reproduction element of SRE is completed by the end of Year 6. This is begun in Year 5 and taught in specific lessons. At all stages we are committed to working with parents. Under the 1993 Education Act, children can be withdrawn by their parents from the part of the sex and relationship education that is outside the compulsory elements of sex education included in the Science National Curriculum. Every year parents of Year 5/6 children are invited to attend a meeting where they are informed of the content of the sex education lessons, shown relevant parts of the videos used and are able to ask questions. Year 5/6 parents are asked to sign a consent form before sex education lessons are delivered.

Staff can choose to team teach the sex education lessons so that boys and girls are taught separately. Alternative arrangements can be made for any member of staff who feels unable to teach this aspect of the curriculum. Our school nurse is also involved in this teaching.

Answering questions:

Sometimes an individual child may ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be answered individually later. A question box should be set up where children can ask questions anonymously. Year 5 and 6 staff can then decide how and if these questions should be answered. There is a network of support from senior teaching staff, the PSHE coordinator and the Head Teacher, if staff have any concerns.

Confidentiality:

Complete confidentiality can never be promised to a child. Action will be taken if a person believes that a child is at risk. Concerns should be passed to the Head Teacher, Deputy Head Teacher or PSHE coordinator. It should be made clear to the child that this is the case and reasons for this. Support must be given to the child throughout.

Equal opportunities:

Pearl Hyde Primary School is committed to working towards equal opportunity for all children in all aspects of school life.