

# HOLBROOK PRIMARY SCHOOL

## Sex and Relationships Education Policy June 2016



### **Rationale**

We at Holbrook, recognise that as children grow and develop into adults they need to understand how and why their bodies and emotions undergo change, and need to develop an empathy with and tolerance for their peers. Helping children to develop a positive sense of self, will involve discussion about decision making, assertiveness and, in turn, respect for others. SRE is best delivered with the wider PSHE curriculum where children are taught about relationships, responsibilities and experiences of life already going on in the classroom.

### **Summary of Statutory Obligations**

According to the National Curriculum, primary schools must provide and keep up to date a written statement of their policy on SRE and make it available to pupils and parents. It also states that parents can choose to withdraw their children from all or part of sex education, though some aspects of SRE are taught within the Science curriculum and are statutory.

### **Objectives of this policy**

Sex and Relationship Education should cover biological facts and information, and help young people develop attitudes and insights in relation to sexual matters, exploring feelings about love, sexuality and responsibility towards themselves and others. Therefore the aims of this policy are:

- To make steps towards reducing the high rate of teenage pregnancies in Gosport (the highest in Hampshire and higher than the National Average)
- To provide SRE within a moral context.
- To respect the values and beliefs of groups within the community.
- To ensure that the programme is delivered by staff who are sensitive to the concerns and needs of pupils and their families.
- To teach the programme in a way that does not involve pupils answering personal questions or revealing private or family situations.
- To make certain that pupils understand they are being trusted to use information gained in lessons in a responsible way.
- To recognise children's different backgrounds and varying levels of physical and emotional maturity.
- To ensure that parents are aware that they have the right to withdraw their children from all or part of any SRE other than that in the Science National Curriculum, for example in KS1 children learn about external body parts. In KS2 the main stages of human life cycle including reproduction.

## **Provision of Policy and Recommendations**

### **1. Implementation**

The programme for teaching SRE needs to take the following issues into consideration:

- The importance of a supportive environment when covering sensitive issues.
- Parental involvement.
- An awareness of how to protect themselves from unwanted or inappropriate behaviour from others.
- Supporting the specific needs of boys and girls.
- The appropriateness of and quality of learning resources.
- Providing learning opportunities which allow pupil participation, consideration of attitudes, behaviour and acquisition of skills (eg. Critical thinking, decision making, communication, assertiveness) as well as knowledge.
- The need to explore the influence of media advertising and peer groups.
- The importance of building young people's self esteem and responsibility towards themselves and others.
- The need to challenge stereotyping and inappropriate comments and behaviour.
- Inclusion of children from all ethnic groups and those with specific educational needs.

### **2. Implications on the curriculum**

**Vocabulary-** Correct names for body parts and relationships will be used from Year R so that all children avoid misconceptions. Children should be clear about the language they use in different situations eg, female, male, penis.

**Sensitive Issues-** Questions will be answered honestly and sensitively. Any factual errors or myths will be dispelled straight away.

We have sensitive – adequate arrangements to help girls cope with menstruation and the need for sanitary protection

- When appropriate boys and girls are taught separately to ensure they feel comfortable about the material being taught.

### **The Curriculum**

All year groups will cover 11 themes which provide the basis of an effective and comprehensive SRE programme and are part of the wider PSHE Curriculum which also uses SEAL, Healthy schools and RRR materials.

- Male and Female body parts, reproduction and birth. (Y6 – Contraception, Reproduction, Pregnancy and birth )
- Growing and changing ( Puberty and menstruation beginning inY4)
- Similarities and differences
- Feelings, relationships & values
- Keeping Safe, self respect
- Keeping yourself clean and healthy
- Someone to talk to
- Friendship and self esteem
- Families of all kinds
- Choices and consequences
- Gender stereotypes
- Attitudes and values
- Personal and social skills
- Knowledge and understanding

**Parents** – Signpost to FPA information. SRT complements and supports role of parents.

**Confidentiality** - Teachers need to be aware that effective SRE, which brings and understanding of what is/ is not acceptable in a relationship can lead to a disclosure of child protection issue (see confidentiality policy)

Holbrook Primary School uses the Channel 4 Living and Growing programme which has lesson plans and DVDs. We also use the Boys looking ahead and Girls looking ahead publications.

### **Conclusion**

It is vitally important that, in order for children to develop a healthy understanding of themselves and others in the context of SRE, parents are involved in viewing the materials used in our school and discuss any concerns with staff. Therefore, they will receive a letter, inviting them to a workshop in school, where they will receive information and advice to continue supporting their children with SRE at home. We recognise that new teachers will need training and support, perhaps by team teaching and will be guided by a more experienced teacher when necessary. It is also recognised that, in Y6

particularly, it is important to have a male member of staff who is willing to answer SRE related questions and participate in the lesson. Questions boxes are offered in every session and how to catch up is considered, if lessons are missed.

**Monitoring and Review**

The school SRE policy will be monitored and reviewed every two years by the Senior Leadership Team, in consultation with the PSHE coordinator and staff. A report will be made to the Board of Governors. If necessary, the policy will be revised.

Approved by Governors: 13<sup>th</sup> June 2016

To be reviewed: June 2018

Head of School:

A handwritten signature in black ink, appearing to read 'A. Dudley', is written in a cursive style.