



Sex & Relationship Education Policy (SRE Policy)

Oliver Goldsmith Primary

“Inspiring a love of learning.”

Date Ratified: June 2017

Date to be reviewed: June 2020



1.0 INTRODUCTION

- 1.1 Sex and Relationships Education (SRE) is set in the context of clear values, including the value of family life, marriage, civil partnerships and the importance of loving and stable relationships for bringing up children.
- 1.2 SRE is lifelong learning about physical, moral and emotional development.
- 1.3 SRE is incorporated into Personal, Social, Health and Citizenship Education (PSHCE) programme and is taught in the context of relationships. The school have adopted the Brent PSHCE scheme of work
- 1.4 SRE is not about the promotion of sexual orientation or sexual activity.

2.0 AIMS

- 2.1 To provide the age-appropriate knowledge and information to which all pupils are entitled.
- 2.2 To raise pupils' self-esteem, emotional wellbeing and confidence, especially in their relationships with others. This will help the pupils to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school and in the community.
- 2.3 To help pupils develop relationship and communication skills (language, decision making, choice, assertiveness) to cope with the influences of their peers and the media.
- 2.4 The school shares with the parents the responsibility to provide positive and prudent sex and relationship education. The school aims to keep pupils safe and protect them from exploitation.
- 2.5 To help pupils respect and care for their bodies.
- 2.6 To help pupils be prepared for puberty and adulthood.
- 2.7 To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives.
- 2.8 To develop skills for a healthier, safer lifestyle and enable pupils to reflect / recognise qualities that helps them to grow and develop positive relationships.
- 2.9 SRE is to be taught outside the National Curriculum as it is non-statutory.

3.0 THE ROLE OF THE HEADTEACHER/GOVERNOR, SENIOR LEADERSHIP TEAM & LEADERSHIP TEAM

- 3.1 Ensure all staff follow this policy.
- 3.2 Ensure this policy is made available to parents.
- 3.3 Ensure CPD is provided for all staff.
- 3.4 Encourage links with the local community and visitors to ensure the aims of this policy are effectively met.
- 3.5 The Science and Technology Faculty, PSHE Leader, Head Teacher and Governors are responsible for the overall monitoring of the quality of SRE within the PSHE and Citizenship framework.

4.0 RIGHT TO WITHDRAW

- 4.1 Sex and Relationships Education is part of all pupils' education and it is hoped that all will participate.



4.2 However, the school acknowledges that parents/carers have the right to withdraw their children from all or part of the Sex and Relationships Education programme except for that part which occurs in National Curriculum Science.

4.3 Parents/carers will be advised in newsletters/letters/Learning Journey information when SRE is going to be taught so they can;

4.3.1 Make an appointment to clarify/discuss content of lesson and see materials and resources.

4.3.2 Make an appointment to discuss any concerns.

4.3.3 Write to the school to exercise their right to withdraw their child.

4.4 Parents /carers wishing to exercise that right are asked to write a letter informing the school that they wish their child to be withdrawn and make an appointment to meet the Head Teacher/Deputy Head.

5.0 DELIVERY OF SEX AND RELATIONSHIP EDUCATION

5.1 Sex and Relationship Education is delivered through four broad themes within the context of;

- Developing confidence and responsibility for making the most of pupils' abilities
- Preparing to play an active role as citizens
- Developing healthier and safer lifestyles
- Developing good relationships and respecting differences between people

6.0 SEX AND RELATIONSHIP PROGRAMME CONTENT

6.1 Sex and Relationship Education at the primary phase builds on the personal and social development work carried out to meet the Early Learning Goals at the Foundation Stage. It builds a foundation of emotional and social skills which is central to all later SRE work.

6.2 At Key Stage 1, the SRE programme continues the work from the Foundation Stage. It helps to build the following skills:

- Developing confidence in talking
- Listening to others
- Thinking about feelings
- Naming emotions
- Developing self-esteem
- Developing assertiveness skills and friendship skills

6.3 At Key Stage 2, the above skills are further developed and pupils look specifically at the changes that will take place at puberty. The children also look at how babies are conceived, develop and are born.

7.0 THE ROLE OF THE CLASS TEACHER

7.1 Ensure all aspects of the teaching of SRE are followed. Plan lessons which are appropriate to the age group taught.



- 7.2 Ensure work is assessed in accordance with current policies.
- 7.3 Evaluate the impact of activities within lessons on the children's learning and in meeting the aims of this policy.
- 7.4 Use resources effectively to maximise learning opportunities for the children.
- 7.5 Monitor the progress of pupils and maintain any aspects of record keeping.
- 7.6 Use ICT to maximise and enhance the learning.

8.0 THE ROLE OF THE LEARNING SUPPORT ASSISTANTS

- 8.1 Support the class teacher with strategies and resources for accessing and planning the curriculum.
- 8.2 Use inclusive strategies to support learning of all pupils e.g.; pictures, word banks, key words/phrases, writing frames, ICT, dual language resources and games.

9.0 IMPLEMENTATION

- 9.1 SRE lessons will be delivered by the teaching staff and appropriate outside visitors/ agencies.
- 9.2 The teaching programme ensures that there is progression from the Foundation Stage to Year 6 with topics and issues being included which are appropriate to the age and maturity of pupils.
- 9.3 Single sex groupings for work on certain topics will be used where appropriate. The sessions will be delivered by the class teacher/school nurse/visitor/outside agency.

10.0 LEGAL REQUIREMENTS OF SEX AND RELATIONSHIP EDUCATION

- 10.1 Science programmes of study at Key 1 & 2 are compulsory in the National Curriculum
- 10.2 At Key Stage 1 pupils are taught:
 - (Y1) To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
 - (Y2) To notice that animals, including humans, have offspring which grow into adults.
- 10.3 At Key Stage 2, pupils are taught:
 - (Y5) To describe the differences in the life cycles of a mammal, an amphibian, an insect, a bird and describe the life process of reproduction in some plants and animals.
 - (Y5) To describe the changes as humans develop to old age.
 - (Y6) To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

11.0 TEACHING AND LEARNING APPROACHES

- 11.1 SRE is generally delivered using participatory methods of learning and these include whole class discussion, circle time, small groups and one-to-one basis. Teaching in single sex groups may be appropriate at times.

12.0 EQUAL OPPORTUNITIES

- 12.1 We are committed to providing all children with an equal entitlement to Sex and Relationship Education regardless of race, gender, culture, disability or class.

13.0 INCLUSION

- 13.1 We have a commitment in ensuring that all pupils will have equal access to the SRE curriculum, following guidelines in the Special Educational Needs and Equal Opportunities policies.



13.2 Guidelines for parents having the right to withdraw their child are covered in section 4.0 of this policy.

14.0 TEACHING SENSITIVE ISSUES

14.1 Puberty

We aim to provide accurate information about the physical and emotional changes that take place at puberty. Both boys and girls are given a basic knowledge of what happens to each gender. We also explain that it is normal for everyone to develop at different rates.

14.2 Menstruation

We provide accurate information about menstruation in Year 5. Sensitive arrangements are organised to prepare the girls for menstruation. Staff are prepared to deal with requests for sanitary towels in a helpful manner and without embarrassment.

15.0 CONFIDENTIALITY

15.1 Some pupils may choose to mention specific problems or individual issues involving themselves or members of the school community. While staff will want to be supportive, it is made clear to all staff they work within child protection guidelines (see Safeguarding/Child Protection policy) and therefore must state to their pupils that they may not be able to guarantee confidentiality.

16.0 MONITORING

16.1 The PSHE middle leader as well as the Science and Technology faculty leader will monitor teaching and learning according to our school's policy. Implementation will be monitored by the Head Teacher and the Science and Technology Faculty Leader, PSHE Leader and reported to the Governing Board, who are ultimately responsible for our Sex and Relationship Education Policy and its monitoring.

17.0 REVIEW

17.1 Date of policy - June 2017

17.2 Date of review - June 2020