

SRE Policy



	Name	Date
Prepared by:	Zoe Ansell	February 2018
Approved by:	Full Governing Body	March 2018
Version number	4	Date of next review: September 2019 Date of new statutory guidance

De Bohun Primary School & Children's Centre

1.0 RATIONALE

At De Bohun sex education provides an understanding that that positive, caring environments are essential for the development of a good self-image and that individuals are in charge of and responsible for their own bodies. It is lifelong learning about physical, moral and emotional development. Our sex and relationships programme provides information, which is relevant and appropriate to the age and maturity of the children, taking into account social and religious concerns. Children are taught how their bodies work, are prepared for puberty, sexual relationships they may have in the future. It is an understanding of the importance of stable and loving relationships, respect, love and care.

1.2 POLICY FORMATION AND CONSULTATION PROCESS

The PSHCE leader has overall responsibility for the sex and relationships education policy.

The following stages were undertaken:

- the process for developing a sex and relationships education policy was agreed at a governors meeting the Summer term 2015
- consultation has taken place with health professionals
- safeguarding is an integral part of our policy
- policy was reviewed in March 2018

1.3 LEGAL REQUIREMENTS

Sex and relationships education will contribute to the requirements of section 1 of the 1988 Education Reform Act and the school curriculum should be one which:

- 'promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and
- prepares such pupils for the opportunities, responsibilities and experiences of adult life'
- Under the 1993 Education Act pupils can be withdrawn by their parents, from part of the sex and relationships education programme that is outside the compulsory elements of sex and relationships education in the National Science Curriculum.
- Under the 2004 Children's Act schools are required to respond to the Every Child Matters Agenda. Sex and Relationships Education makes particular reference to the following objectives:
 - Children and Young People are physically healthy
 - Children and Young People are mentally and emotionally healthy
 - Children and Young People are sexually healthy
 - Children and Young People live healthy lifestyles
 - Children and Young People are safe from maltreatment, neglect, violence and sexual exploitation
 - Children and Young People develop positive relationships and choose not to bully or discriminate
 - Children and Young People develop self-confidence and successfully deal with significant life changes and challenges
 - Children and Young People engage in law-abiding and positive behaviour in and out of school

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2.0 AIMS OF SEX AND RELATIONSHIP EDUCATION

De Bohun School believes that sex and relationships education in this school will be developmental and a foundation for further development in the secondary school.

The school will work towards these aims in partnership with the parents. The aim of the sex and relationships education policy is to clarify the content and manner in which sex and relationships education will be delivered in this school.

Other school policies which have relevance to sex and relationships education are:

- Equality
- Behaviour and Anti Bullying
- Child Protection
- SEND
- Teaching and Learning
- Vision, values, ethos and 'Learning to learn skills'
- Parent, school and pupil agreement
- E Safety

2.1 MORAL AND VALUES FRAMEWORK

The School recognizes that it is a moral body in its own right. As part of the whole curriculum the school seeks to explore issues of right and wrong. Relationship education is a part of whole school life and all aspects of the curriculum offer opportunities to learn skills including an emphasis on respect, relationship skill building and personal development. The school recognizes that SRE is fraught with certain difficulties and whilst it acknowledges different life-style choices, it promotes a view that stable loving relationships are the best context for sexual relationships and the bringing up of children.

2.3 EQUAL OPPORTUNITIES

De Bohun School is committed to working towards equal opportunities in all aspects of school life. All resources used will support this commitment

3.0 CONTENT

The content of the School's SRE programme is based on the National Curriculum science programme and the non-statutory guidance for PSHE/C contained in the National Curriculum Handbook for teachers. Here is a summary of the content as set out in the DfEE's Guidance 0116/ 2000

At primary school level sex and relationship education should contribute to the foundation of PSHE and citizenship by ensuring that all children:

- develop confidence in talking, listening and thinking about feelings and relationships;
- are able to name parts of the body and describe how their bodies work;
- can protect themselves and ask for help and support; and
- are prepared for puberty

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3.1 NATIONAL CURRICULUM SCIENCE (See Appendix 1)

Key Stage 1

- 1) that animals including humans, move, feed, grow, use their senses and reproduce
- 2) to recognize and compare the main external parts of the bodies of humans
- 3) that humans and animals can produce offspring and these grow into adults
- 4) to recognize similarities and differences between themselves and others and treat others with sensitivity

Key Stage 2

- 1) that the life processes common to humans and other animals include nutrition, growth and reproduction
- 2) about the main stages of the human life cycle

The school recognizes that SRE must be taught at both Key Stages. Whenever SRE appears in the School's PSHE/C programme in a discrete fashion, the class teacher will inform parents about the issues to be covered and seek their support in exploring these issues in the home context.

The PSHE Scheme that De Bohun School is using is Dimensions. This scheme is separated into year groups.

In Year 5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty. Children in year 5 will know about and understand the physical, mental and emotional changes that take place during puberty, why they are taking place and the importance of personal hygiene

In year 6, children are taught to know how and understand why close relationships are formed, especially during adolescence. They will understand why friendship is important, know the features of a healthy relationship and recognise how new relationships may develop. They will recognise that positive friendships and relationships can promote health and wellbeing and learn about the many different types of relationships that exist. Children will learn about sex and what it is. They will learn to judge what kind of physical contact is acceptable or unacceptable in relationships and identify how to find information and advice through help lines. Children will learn about gender identities and have an awareness of transgender issues.

3.2 DELIVERY OF SRE (See Appendix 2)

All staff are responsible for teaching about and modelling good relationships within the School. Much of the general work in the school is based on good relationships and in this regard SRE is supported by the School's behaviour management policy and other aspects of whole school life. It is also the responsibility of the whole staff to deliver the National Curriculum science programme.

Curriculum links are made in relationship education across EYFS, Key Stage 1 and Key Stage 2 and skills are developed through the 'Learning to learn' skills, team work skills in PE and through the implementation of the PSHE and RE curriculum. Children will have the opportunity to demonstrate a secure progression in relationship skills through the development of social skills, conflict resolution and peer mediation.

3.3 USE OF OUTSIDE AGENCIES

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Careful consideration is given to the content, co-ordination and consistency of messages presented to children and an outside organisation is only used to enhance the current programme, not to replace teacher led delivery. All organisations and visitors, who visit to provide curriculum support are issued with a code of conduct.

3.4 TEACHING AND RESOURCING

In the delivery of SRE teachers will use a variety of teaching methods and resource. The following are recognized methods for the effective delivery of SRE:

- Discussion
- Drama and role-play
- Research and presentation
- Use of outside health professionals

Teachers will also use other teaching methods to enable pupils to learn about SRE, which are age appropriate, taking into account the developmental needs of individual pupils. The school nurse is available to support the teaching of SRE.

Boys and Girls will mainly be taught together in class, but may be split up afterwards for separate follow-up discussion with the class teachers or the School Nurse.

3.4 DEALING WITH SENSITIVE ISSUES

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about SRE. The following are protocols for discussion based lessons with Pupils:

- no one (teacher or pupil) will have to answer a personal question;
- no one will be forced to take part in discussions;
- only the correct names for body parts will be used;
- meanings of words will be explained in a sensible and factual way; and
- teachers may use their discretion in responding to questions and may say that the appropriate person to answer the question is the parent.

Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow the School's Child Protection Policy.

4.0 PROVISION FOR PUBERTAL PUPILS

Sanitary Disposal Units are located in the cubicles of the adult toilets, that children are invited to use under supervision of the welfare team.

5.0 PARTNERSHIP WITH PARENTS

The school works closely with parents as we believe that children benefit from being given consistent messages about their changing bodies and their increasing responsibilities. We invite parents/carers of pupils in Y5 and 6 to view the materials we use in our teaching and to discuss the programme of lessons and how they are taught. Parents have the right to withdraw their children from SRE that falls outside the National curriculum science programme. Please write to the Head teacher. When they receive the letter he/she will invite the parents to a meeting, at which they will explain clearly what the school's policy is and seek to accommodate he wishes and/or concerns of the parent. If it is not possible to accommodate their needs the child will be withdrawn from the SRE lesson and placed in another class where

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suitable work and supervision will be provided. A copy of this policy will be made available to all parents who request it.

6.0 HIV/AIDS POLICY

The school follows the procedure outlined by Enfield Borough Council with regard for supporting pupils or staff infected or affected by HIV/AIDS.

7.0 COMPLAINTS PROCEDURE

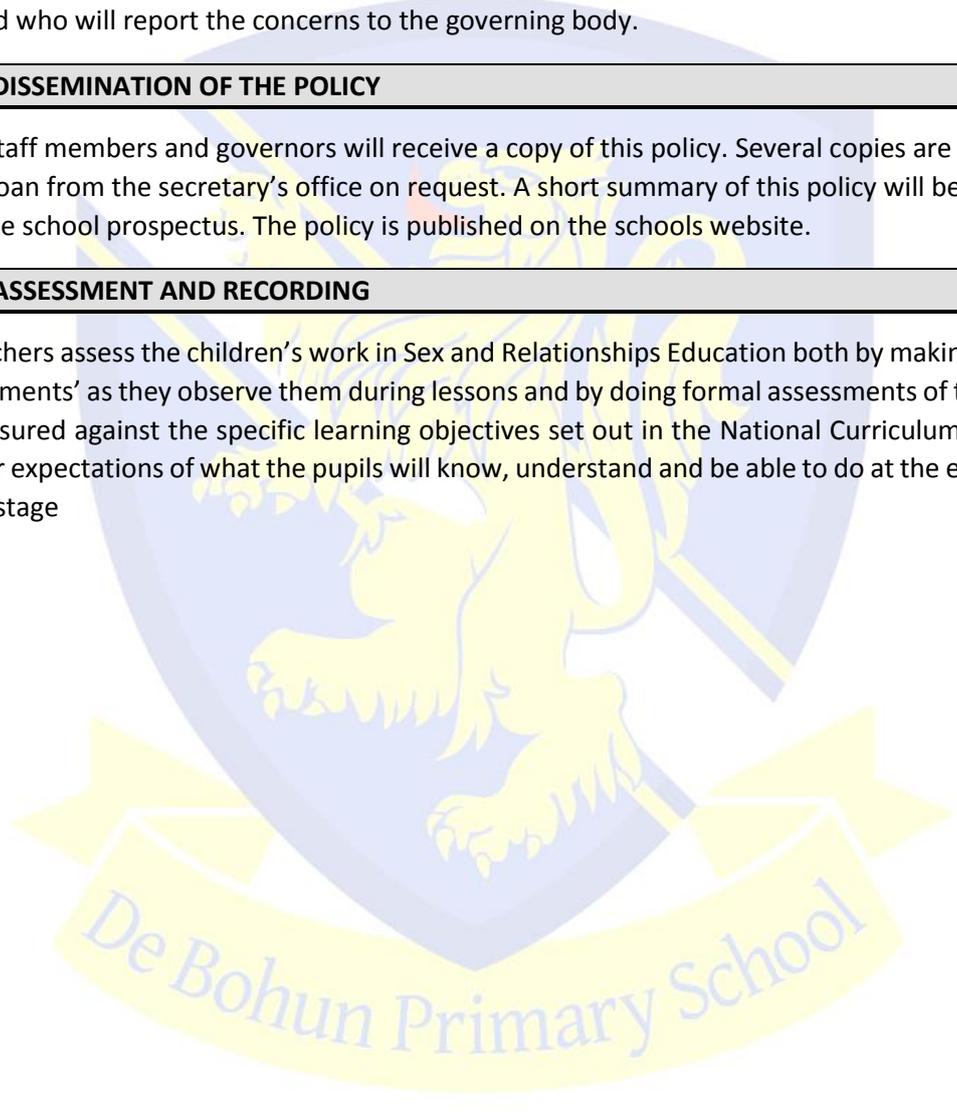
Any complaints about the Sex and Relationships Education Programme should be made to the Head who will report the concerns to the governing body.

8.0 DISSEMINATION OF THE POLICY

All staff members and governors will receive a copy of this policy. Several copies are available for loan from the secretary's office on request. A short summary of this policy will be included in the school prospectus. The policy is published on the schools website.

9.0 ASSESSMENT AND RECORDING

Teachers assess the children's work in Sex and Relationships Education both by making informal judgments' as they observe them during lessons and by doing formal assessments of their work, measured against the specific learning objectives set out in the National Curriculum. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage



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Appendix 1

Science Curriculum Map

Year Group	Autumn	Spring	Summer
1	Animals and Humans	Plants	Use of every day materials
2	Animals and Humans Living things and their habitats	Plants Life cycles and pollination	Use of every day Materials
3	Animals and Humans	Forces and Magnets Plants	Light Rocks
4	Animals and Humans Living things and their habitats	States of matter	Sound Electricity
5	The Circulatory system	Properties and changes of material	Forces
6	Earth and Space	Evolution and Inheritance and Life cycles	Light Electricity

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Appendix 2

KS1

Core Theme 1 Health and Wellbeing

Healthy Lifestyles

Hygiene

Changing and Growing

Emotions

Keeping Safe

Core Theme 2 Relationships

Communication

Bullying

Fairness

Family and Friends

Core Theme 3 Living in the Wider World

Rules and Responsibilities

Communities

Money and Finance

LKS2

Core Theme 1 Health and Wellbeing

Health

Healthy Lifestyles

Nutrition and Food

Aspirations

Emotions

Safety

Growing and Changing

First Aid

Core Theme 2 Relationships

Communication

Collaboration

Bullying

Similarities and Differences

Healthy Relationships

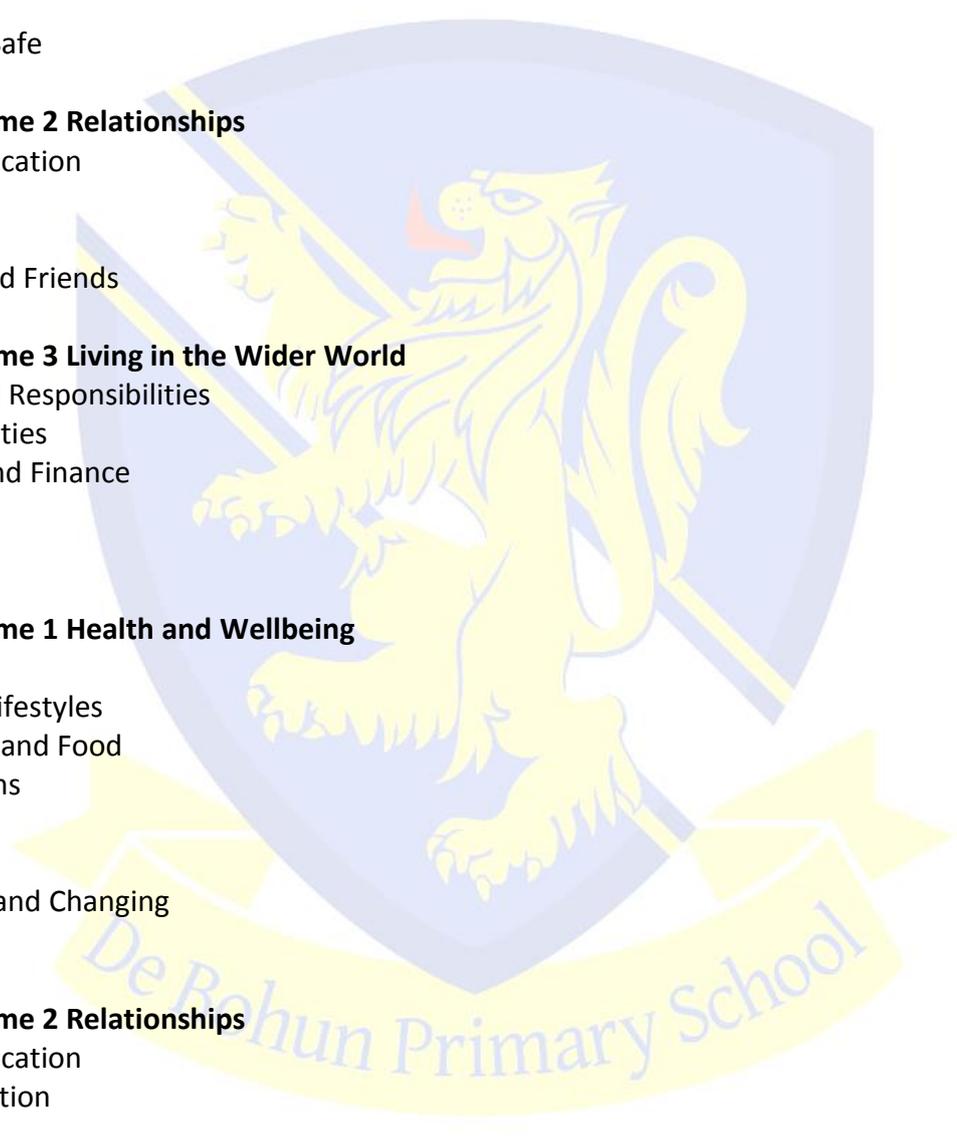
Core Theme 3 Living in the Wider World

Rules and Responsibilities

Diversity

Discrimination

Economic Awareness



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UKS2

Core Theme 1 Health and Wellbeing

Health
Nutrition and Food
Aspirations
Emotions
Safety
Sex Education

Core Theme 2 Relationships

Communication
Collaboration
Similarities and Differences
Healthy Relationships

Core Theme 3 Living in the Wider World

Rights and Responsibilities
Diversity
Economic Awareness
Enterprise

