



Commonswood School Sex and Relationships Education Policy

Approved by Governors: July 2015

SEX AND RELATIONSHIPS (SRE) PRINCIPLES

SRE is not just about learning about growing up, changes and reproduction. It is also about enabling children to make and maintain relationships with others and to feel good about themselves and the choices they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes.

The DfE has stated as part of its curriculum guidance that: “All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice” and “SRE education should be firmly rooted in the framework for PSHE”.

SRE forms part of the PSHE programme as it is part of the National Curriculum. It also forms part of the Year 5 Science Unit, Animals including Humans which covers the changes human go through at different stages of life. Puberty and Relationship education is essential if young people are to make responsible and well informed decisions about their lives therefore Puberty and Relationship education is embedded in the PSHE and Science curriculum. The main objective is to support and help children through their physical and emotional development. In England it is statutory for schools to have a sex and relationship policy.

GUIDELINES

SRE is lifelong learning not a promotion of sexual orientation or sexual activity. It has three main elements- attitudes and values, personal and social skills and knowledge and understanding.

At Commonswood School we aim to-

- Develop the children’s perceptions of self worth and self-esteem
- Develop confidence in talking, listening and thinking about feelings and relationships
- Ensure children can name parts of the body and how their bodies work
- Ensure children can protect themselves and ask for help and support
- Ensure children are prepared for puberty

SPECIFIC ISSUES STATEMENTS

Working with parents

The school is committed to working with parents. Under the Education Act 1993 pupils can be withdrawn by their parents from any part of sex/puberty and relationships education that is outside the compulsory elements of sex education contained in the Science National Curriculum

The present requirements within Key Stage 2 Science National Curriculum are:

- a) that humans develop as they change into adults and as they grow old**
- b) the non statutory guidance states that puberty can be taught in this unit**

LEARNING AND TEACHING STRATEGIES

SRE is taught at Commonswood through PSHE and Science lessons. It is part of a commitment to a whole school ethos where all members of the whole school community are valued and respected. This means staff provide effective role models by maintaining good, appropriate relationships, encouraging a working atmosphere and showing respect for the learning environment.

All resources used in the classroom are recommended by Herts for Learning. The recommended vocabulary used for parts of the body is taken from these resources.

PLANNED CURRICULUM

Teachers follow the Early Years Framework before transferring onto the Science Curriculum at KS1 and KS2. We teach that there are life processes including nutrition, movement, growth and reproduction common to animals including humans. In KS2 this includes the main stages of the human lifecycle.

Teachers also follow Core Theme 2 of the PSHE Association Programme of Study (as recommended by the DfE). This Core Theme on relationships outlines the necessary key themes for KS1 and KS2. This programme provides information which is relevant and appropriate to the age and maturity of the pupils. The topics are revisited throughout the primary phase.

Foundation/Y1

Identify and name parts of the body.

Understand that others have different needs and these needs change as we get older.

Special people in our lives and our relationships with them.

How our bodies change as we get older.

There are similarities and differences between boys and girls.

Y2

Variations in people (size/colour/features etc)

Recognise how our needs change and how our bodies change as we get older.

Names of parts of the body.

Different stages of life.

Differences between boys and girls.

Y3

Differences between boys and girls revisited

How did I get here?

Growing up and growing responsibilities.

(Link with Science 'Human Life Cycles')

Be aware of different kinds of relationships including marriage.

Y4

Human Reproduction and pregnancy

Changes from child to adult

(Link with Science 'Life Processes')

Appreciate the different types of loving and develop some of the skills needed to maintain relationships.

Living and Growing Unit 1 (Channel 4 DVD, How did I get here?)

Y5

Change

Changing families – what makes a family

How Babies Are Made How Babies Are Born (Link with Science 'Body Organs and Functions')

Know about how bodies change as they approach puberty and menstruation.

Take responsibility for personal hygiene.

Living and Growing Units 1,2 and part of unit 3 (Changes, Boy Talk, Girl Talk, puberty)

Y6

Puberty and menstruation

Different types of relationships

Different types of bullying including homophobia

Recognise how emotions change as they approach puberty.

(Link with Science 'Life Cycles and Reproduction, Changes During Puberty')

Living and Growing Unit 3 (How babies are made/How babies are born)

DELIVERY

- through PSHE lessons
- through planned aspects of Science (see Y5 Animals Including Humans topic for coverage of puberty)
- through pastoral time
- through outside visitors – e.g. school nurse, health professionals
- through stories and circle time

Leadership and Monitoring

The subject leader will be responsible for overseeing the implementation of the policy, co-ordinating the programme of work and monitoring its success with staff and children. The senior leadership team including Governors monitor the implementation of the policy within the monitoring cycle.

CONFIDENTIALITY AND CHILD PROTECTION

As a rule a child's confidentiality will be maintained by the teacher or member of staff concerned. If this person believes that a child is at risk or in danger, this will be reported to the Designated Senior Person. The child concerned will be informed that confidentiality is being breached and the reason why. The child will be supported by the teacher throughout the process. This is in line with the Child Protection policy.

ANSWERING DIFFICULT QUESTIONS

Sometimes a child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly, and can be addressed individually later. At Commonswood we believe that individual teachers must use their skills and discretion in these situations and refer to the subject leader, Head or Deputy if concerned. Question boxes will be used as a distancing technique.

TEACHING METHODS

Single gender groups will be used as deemed appropriate and relevant (i.e. in the Year 5 Animals Including Humans unit covering puberty). Teaching resources will be differentiated as appropriate to address the needs of children in order for them to have full access to the content of SRE.

Link Policies/Documents
Aims and Values
Assessment for Learning
Behaviour and Anti-bullying
Child Protection
Equality
eSafety
Teaching & Learning
Inclusion