

## **Preston Manor Lower School**

### **Sex and Relationship Education Policy**

#### **Aims and Objectives**

The aim of the SRE policy is to provide information about what, why and how SRE is taught at Preston Manor Lower School.

The aim of the SRE programme is to support children in gaining, appropriate to age and ability, accurate knowledge and understanding about sexuality and relationships.

“SRE is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.” (Sex Education Forum 1999).

SRE has 3 main elements:

#### **Attitudes and Values:**

- To consider social and moral dilemmas
- To value and respect different types of relationships
- To foster respect and responsibility for myself/my body and for others
- To clarify myths and misconceptions
- To address stereotyping

#### **Personal and Social Skills:**

- To acquire the knowledge and skills necessary to develop successful relationships
- To promote understanding of appropriate behaviour in public and in private
- To encourage self-awareness
- To develop decision making skills, awareness of choices and how to act on decisions made
- To develop communication skills with peers, parents and other adults

#### **Knowledge and Understanding:**

- To understand the physical and emotional changes associated with puberty
- To know what help is available and how to access it
- To create opportunities to ask questions and clarify ideas in a safe environment
- To provide appropriate information that is relevant to the needs, age and maturity of the pupils
- To improve awareness and understanding of the opposite gender and of sexuality
- To be able to recognise, acknowledge and positively deal with emotions
- To understand that sex and reproduction are natural processes

## **SRE Provision – who teaches it?**

The class teacher teaches SRE within the context of the PSHCE Framework throughout the school from Reception to YR6. This ensures SRE will be taught in familiar surroundings with a familiar figure creating a safe environment.

This involves exploring different relationships; looking at our own behaviour; forming positive relationships and developing the skills to do this; how you manage your relationships; thinking about feelings and ways of responding to them; understanding ourselves including feeling good about ourselves; recognising our strengths and weaknesses and being able to progress in a positive way.

There may be times when we feel a combination of male and female teachers is preferable. This will be based on an assessment of the needs of the class.

## **SRE Provision – how is it taught?**

### **Teaching strategies**

Classes begin by agreeing a set of ground rules with the pupils to create a safe environment. This is an essential element to create prior to teaching SRE lessons. Teachers will maintain and model them throughout the programme. SRE is taught using active participatory teaching methods including quizzes and games. Activities are varied and allow for both small and large group discussion. Some lessons may be taught as single sex groups e.g. a lesson on menstruation and wet dreams.

### **How will giggling be dealt with?**

Teachers will already have created a 'safe' classroom where children can feel comfortable in raising relevant questions or concerns. When restlessness/giggling occurs the teacher will use their professional judgement on their approach, and how they will deal with the situation, e.g. they may suggest brainstorming all the words they know for penis, gay etc and this will provide an opportunity for discussions on the pros and cons and what is acceptable/unacceptable to use outside the 'safe' classroom.

### **How will questions be dealt with?**

Generally questions raised during the lessons will be answered if they are relevant to the lesson in hand. Where they are not, the teacher will use their professional judgement as to how they will be dealt with. Usually the teacher will redirect the child to their parent/carer for the answer.

Older children will be given the opportunity to ask questions anonymously at the end of lessons. These questions will be answered in the next lesson giving teachers time to prepare and consider answers. Appropriateness to the whole class setting will also be considered.

### **Equal Opportunities and Inclusion**

Teaching of SRE in our school is inclusive for all children. Both boys and girls will be taught the same curriculum in mixed groups and during single sex lessons. Pupils with special needs will have access to the same curriculum during lessons with the support of the teaching assistant.

The policy and programme should be representative of the views of both boys and girls, the range of cultures and faiths of pupils in the school, pupils with special needs, pupils of straight, lesbian, gay and bisexual parents and varying family arrangements.

Parents will have the opportunity to view the resources prior to lessons starting.

Parents have a right to withdraw children from the parts of the SRE programme that are not covered by the statutory National Curriculum.

### **Content of the SRE Programme**

#### **What is taught and when?**

At Preston Manor Lower School we follow the Barnet Schools PSHE framework. The Sex and Relationship modules are copied below.

## Year 1: Health & Wellbeing – Sex and Relationships

<b>MODULE: Me and My Family</b>		<b>By the end of this module pupils should be able to: Know the names of different body parts, identify some differences between girls and boys, know about my family and the people in it, know that other families may be different.</b>
<b>Block</b>	<b>Learning Objectives</b>	<b>Activity Ideas and Resources</b>
<b>1</b>	<b>Assessment for Learning</b> – what do pupils already know about the topics covered in this module?	Revisit Early Learning Goals (ELG)
<b>2</b>	I can describe and begin to value individuality and recognise and celebrate my emotions, gifts and talents. I know and value the different groups to which I belong. I recognise similarities and differences between myself and my peers.	
<b>3</b>	I can identify similarities and differences between myself and the opposite gender. I can recognise and name, using the proper terminology, parts of the body and what those parts do.	
<b>4</b>	I know that humans produce babies that grow into children and then into adults. I can consider the ways I have changed physically since I was born.	
<b>5</b>	I can describe my family. I understand why my family is special. I can identify different ways that families and individual members care for each other. I have identified my special people and be able to describe what makes them special.	
<b>6</b>	<b>Assessment of Learning</b> – what did pupils learn in this module?	
<b>Links</b>	<b>Previous Learning: ELG 05, 06, 07, 08.</b> <b>Other National Curriculum Areas: Science (Animals, including humans); Emotional Year 1; Social Year 1; Physical Year 1.</b>	

## Year 2: Health & Wellbeing – Sex and Relationships

<b>MODULE: More About Differences</b>		<b>By the end of this module pupils should be able to:</b>
<b>Block</b>	<b>Learning Objectives</b>	<b>Activity Ideas and Resources</b>
<b>1</b>	<b>Assessment for Learning</b> – what do pupils already know about the topics covered in this module?	Write and draw. Mind mapping.
<b>2</b>	To cover: Understanding and respecting differences between boys and girls	
<b>3</b>	Understand life cycles Sexual differences and naming of the parts The need to be cared for	
<b>4</b>		
<b>5</b>		
<b>6</b>	<b>Assessment of Learning</b> – what did pupils learn in this module?	Revisit the activities from Block 1 to identify progress and development of understanding.
<b>Links</b>	<b>Other National Curriculum Areas: Science (Animals, including humans)</b>	

## Year 3: Health & Wellbeing – Sex and Relationships

<b>MODULE: My Special Self</b>		<b>By the end of this module pupils should be able to:</b>
<b>Block</b>	<b>Learning Objectives</b>	<b>Activity Ideas and Resources</b>
<b>1</b>	<b>Assessment for Learning</b> – what do pupils already know about the topics covered in this module?	
<b>2</b>	To cover: Recognise their individual worth	
<b>3</b>	Challenging gender stereotypes Changes at puberty Different types of family set ups	
<b>4</b>	Making decisions	
<b>5</b>		
<b>6</b>	<b>Assessment of Learning</b> – what did pupils learn in this module?	Revisit the activities from Block 1 to identify progress and development of understanding.
<b>Links</b>	<b>Previous Learning: Social Year 1, 2 and 3, Emotional Year 1, 2 and 3, Physical Year 1, 2 and 3</b> <b>Other National Curriculum Areas: Science (Animals, including humans)</b>	

## Year 4: Health & Wellbeing – Sex and Relationships

<b>MODULE: Knowledgeable and Confident Adults</b>		<b>By the end of this module pupils should be able to: Understand the changes at puberty, understand the adult human body, have confidence to ask for help.</b>
<b>Block</b>	<b>Learning Objectives</b>	<b>Activity Ideas and Resources</b>
<b>1</b>	<b>Assessment for Learning</b> – what do pupils already know about the topics covered in this module?	
<b>2</b>	To cover: Life cycles	
<b>3</b>	Puberty Asking questions with confidence Knowing when to see help	
<b>4</b>		
<b>5</b>		
<b>6</b>	<b>Assessment of Learning</b> – what did pupils learn in this module?	
<b>Links</b>	<b>Previous Learning: Social Year 1, 2, 3 and 4, Emotional Year 1, 2, 3 and 4, Physical Year 1, 2, 3 and 4</b> <b>Other National Curriculum Areas: Science (Animals, including humans)</b>	

## Year 5: Health & Wellbeing – Sex and Relationships

<b>MODULE: Knowing Myself</b>		<b>By the end of this module pupils should be able to: Describe the life process of reproduction in humans, describe the changes as humans develop to old age.</b>
<b>Block</b>	<b>Learning Objectives</b>	<b>Activity Ideas and Resources</b>
<b>1</b>	<b>Assessment for Learning</b> – what do pupils already know about the topics covered in this module?	
<b>2</b>	To cover: Emotional and physical changes that occur during puberty	
<b>3</b>	Gender stereotyping and sexuality Personal hygiene during puberty and after Menstruation and wet dreams (perhaps some of this in gender groups)	
<b>4</b>	Types of relationships	
<b>5</b>		
<b>6</b>	<b>Assessment of Learning</b> – what did pupils learn in this module?	
<b>Links</b>	<b>Previous Learning: Social Year 1, 2, 3, 4 and 5, Emotional Year 1, 2, 3, 4 and 5, Physical Year 1, 2, 3, 4 and 5</b> <b>Other National Curriculum Areas: Science (Living things and their habitats), (Animals, including humans)</b>	

## Year 6: Health & Wellbeing – Sex and Relationships

<b>MODULE: Parenthood</b>		<b>By the end of this module pupils should be able to: Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents, recognise that there are different parental situations.</b>
<b>Block</b>	<b>Learning Objectives</b>	<b>Activity Ideas and Resources</b>
<b>1</b>	<b>Assessment for Learning</b> – what do pupils already know about the topics covered in this module?	
<b>2</b>	To cover: Reproduction in the context of relationships Parenthood	
<b>3</b>	Conception and pregnancy Responsibilities of carer/parents.	
<b>4</b>	Adoption, fostering HIV transmission Questions with confidence	
<b>5</b>		
<b>6</b>	<b>Assessment of Learning</b> – what did pupils learn in this module?	
<b>Links</b>	<b>Previous Learning: Social Year 1, 2, 3, 4, 5 and 6, Emotional Year 1, 2, 3, 4, 5 and 6, Physical Year 1, 2, 3, 4, 5 and 6</b> <b>Other Learning: This module forms a foundation for future Being A Responsible Citizen Modules</b> <b>Other National Curriculum Areas: Science (Evolution and inheritance)</b>	

### **Monitoring and Evaluation and measure of success**

Children will be asked to give their input on how well the SRE curriculum is delivered. Work samples will be collected by the PSHCE coordinator and teachers will be asked for feedback on the successes of the programme and to suggest any areas for improvement.

This information will be collated by the PSHCE coordinator who will feed back to the governor's Curriculum, Learners and Welfare committee.

### **Training for Teachers**

Training will be provided for all teachers new to teaching this subject and any that feel they need extra training. Training can be provided by parallel teachers, senior leaders, the PSHCE coordinator, the LA or outside agencies depending on the needs of the teacher.

The PSHCE coordinator will discuss the SRE programme with all teachers in years 2, 4, 5 and 6 at the start of the summer term and ask them to think about what support they might need.

### **Sustainability**

It is very important that sustainability is built in to this policy to ensure the programme can continue to run year on year and that the subject can be developed. Consequently the following issues will be reviewed as stated.

- 2 yearly review involving the whole school community.
- Annual review at the end of each programme of study.
- Annual review of resources.

### **Teaching Resources**

- Channel 4 video Living and Growing – unit 1
- Channel 4 video Living and Growing – unit 2
- Living and Growing Resource Book – unit 1
- Living and Growing Resource Book – unit 2
- Puppets
- Kim's game pack – including spot cream, razor, comb, bra, deodorant, make-up, shaving foam, sanitary towel, tampons, pant liners, diary, mobile phone, teenage magazine.
- Books

### **Confidentiality**

Where a child has revealed a concern or disclosed a sign of abuse the teacher should note this follow school Safeguarding procedures by informing the Designated Safeguarding Lead (Mr Holmes) or Deputy Designated Safeguarding Lead (Mr Atkinson).

### **Regular Review**

The SRE programme will be monitored by the PSHCE co-ordinator and will be reviewed/updated annually.

**Last Review: July 2015** by Richard Holmes

**Next Review July 2016**