



Homefield Church of England Primary School

**Sex and Relationship Education
(SRE) Policy
2018**

PSALM 133:1 – OH, HOW WONDERFUL, HOW PLEASING IT IS WHEN GOD’S PEOPLE ALL COME TOGETHER AS ONE

1. Aims of the SRE Policy

Sex and Relationship Education (SRE) aims to equip all pupils with accurate, unbiased knowledge about sex and relationships and to help acquire life skills that will help them make good use of this knowledge. It will also give pupils the opportunity to explore and respect their own and others' opinions, attitudes and values. All pupils will revisit topics so they build upon their existing knowledge and skills throughout the school.

The aim of this policy is to provide a working document that gives clear guidance to staff, parents and governors for SRE. The school promotes the following in their teaching of SRE:

- self respect;
- respect towards others;
- taking account of other people's feelings;
- mutual support and cooperation;
- honesty;
- accepting the responsibility for the consequences of our own actions;
- the right of people to hold their own views;
- not imposing our views on other people;
- the right not to be abused by other people or taken advantage of;
- the right to accurate information about sex and relationship issues.

The school ensures that effective SRE is available to all pupils. Parents are informed about our SRE programme and are invited to view our teaching materials should they wish to. The teaching of SRE at Homefield Primary takes into account the needs of individual pupils and takes their cultures, faiths and family backgrounds into consideration. Pupils with special educational needs are given support as deemed necessary by their teacher for that specific child at that particular time. SRE is taught through both science and PHSE curriculum. In the summer term children in all year groups devote time to SRE, this is supplemented throughout the year by activities in PHSE lessons.

SRE is usually taught by the child's class teacher, therefore this should ensure a feeling of trust when tackling sensitive issues.

2. Outline of topics covered in each year group

Normal class rules will be followed during SRE lessons, in addition, it will also be necessary to establish the need to prevent personal questions and the need to explain to children that if a teacher suspects that they are at risk from harm, then they will need to tell another adult. Active learning techniques such as circle time, paired and group discussion, interviewing and presentations, are used in the teaching of SRE as much as possible. Pupils will also be given many opportunities to reflect on what they have learnt in SRE lessons.

Most of SRE is delivered in mixed sex groups. However sometimes, both boys and girls cover the same material but may then give opportunities to discuss what has been

covered in single sex groups where they might feel more comfortable doing so.

Key Stage 1		
Focus:	A focus on gender differences, growing up and becoming more independent, similarities and differences, keeping safe, people we trust, being assertive, the difference between babies and children.	
	Year 1	Year 2
	1) Keeping safe 2) Having babies 3) Growing up 4) Babies, children and adults 5) Challenging gender stereotyping	1) Differences 2) Similarities 3) Male and female 4) Public and private 5) Being independent 6) Being assertive

Lower Key Stage 2		
Focus:	The physical and emotional changes of puberty, keeping safe, development and growing up, challenging gender stereotyping, seeking help and support, the rights we have over our own bodies, the human life cycle, media, families, trust and love in relationships.	
	Year 3	Year 4
	1) Getting help and support 2) My family 3) Puberty 4) Growing up 5) Being a grown up	1) The human life cycle 2) Parents and carers 3) Puberty and periods 4) Keeping clean 5) The media

Upper Key Stage 2		
Focus:	A focus on the physical and emotional changes of puberty, personal hygiene, reproduction, pregnancy and birth, stereotyping, naming sexual organs, keeping safe.	
	Year 5	Year 6
	1) Puberty 2) Naming body parts 3) Intercourse and how babies are made 4) Pregnancy	1) Puberty 2) Intercourse and pregnancy 3) Gender stereotyping and myths about the opposite

5) Birth	sex
	4) Keeping safe
	5) Talking about sex

3. Using visitors to deliver SRE

External staff may occasionally be used to deliver aspects of SRE but as their availability cannot be relied upon, the SRE programme is taught with no assumption of support from external speakers. If a visitor is used they will be supervised by a member of staff at all times.

4. Confidentiality

Pupils' confidentiality is respected in all SRE lessons and pupils are made aware of the fact that what they say in SRE lessons will not be repeated to anyone else unless a member of staff suspects that the child is at risk from harm.

5. Informing parents/carers and parents right to withdraw their child

Before each year group embarks upon its SRE programme, parents are informed by letter of their right to withdraw their child from SRE lessons. Parents are also invited to view all teaching resources that will be used in the delivery of their child's SRE.

6. Procedures for pupils who are withdrawn from sessions

If a parent wishes for their child to be removed from SRE lessons they are asked to discuss the matter with the headteacher. If they still wish to withdraw their child, the child will be given work to do in another class.

7. Safeguarding Procedures

The school has an appointed member of staff who is responsible for safeguarding procedures. If a teacher suspects that there is a safeguarding issue, they need to inform this person and record any evidence that supports their concerns (see Safeguarding and Child Protection Policies).

As part of SRE ground rules, teachers need to make it clear to pupils that if they suspect that anyone is at risk from harm, they will need to tell another adult.

8. The approach to potentially controversial and sensitive issues

All staff are aware that everyone has views on SRE related issues. However, while it is respected that everyone has the right to their own viewpoint, all SRE issues are taught without bias. Topics are presented with all viewpoints so that pupils are able to form their own, informed opinions but are also encouraged to respect the fact that others may have quite different viewpoints.

9. Dealing with sexually explicit questions

- It will be made clear at the start of every SRE lesson that personal questions are inappropriate.
- Questions which relate directly to taught material and arise as the lesson is taught will be answered as a whole class.
- An anonymous question box will be used for all other questions, but pupils will be told that this will be filtered. For questions which are not answered it will be suggested that children ask their parents/ carers. The use of the question box means that children will be able to ask questions which they may not have felt confident to ask in a whole class setting, whilst giving the teacher time to assess the suitability of the question and prepare the answer.

10. Policy Review

This policy will be reviewed every 3 years. The teaching of SRE will be evaluated after each SRE unit has been taught and any relevant changes made, these will then be implemented the next time the SRE unit is taught.

This policy was written in February 2018 and taken to Governors.

This policy will be reviewed in 2021 unless government legislation requires an earlier update.

Signed: (Headteacher)

Signed: (Chair of Governors)