

Aughton
Christ Church C. E.
Primary School



SRE POLICY

The purpose of SRE (Sex and Relationships education) is to assist young people to prepare for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy relationships.

(OFSTED)

The SRE programme at Aughton Christ Church Primary School reflects the school ethos. The school values are reflected throughout the curriculum and are used to support the teaching of SRE.

What is Sex and Relationships education?

Sex and Relationships education (SRE) is learning about our bodies, health and relationships; with a particular focus on puberty and growing up, dealing with emotions and managing personal relationships.

SRE is taught gradually, so that learning can be built up year-by-year in a way that is appropriate to the age and maturity of each child; responds to the needs they have, and enables them to successfully manage the challenges they face as they grow up.

Aims and Objectives

Through the teaching of SRE in Christ Church School, we aim to:

- Reassure children of their self-worth including aspects of dignity and self-respect.
- Nurture a responsible attitude towards personal relationships including aspects of mutual respect and care.
- Teach children to have respect for their own bodies.
- Support children in developing values and attitudes, and in learning personal and social skills, and increase their knowledge and understanding to enable them to make informed decisions and healthier life choices.
- Build up the children's vocabulary and confidence to talk openly and positively about emotions, relationships and their bodies. (Learning the words to describe feelings and emotions, the correct terms for parts of the body and developing "health literacy" is vital for children to stay safe and seek help if they feel at risk or are being harmed.)

Why Sex and Relationships education is important

The National Curriculum framework (DFE 2013) states:

Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society;*
- *prepares pupils at the school for the opportunities, responsibilities and experiences of later life (SRE plays an important part in this).*

In a recent review of the National Curriculum, the government has made it clear that all state schools 'should make provision for personal, social, health and economic education (PSHE), drawing on good practice' (National Curriculum in England, DfE, 2013) and that 'SRE is an important part of PSHE education' (Guidance – PSHE education, DfE, 2013).

SRE:

- Equips children and young people with the values, skills and knowledge to understand and deal appropriately with social and cultural pressures.
- When taught in a secure environment, provides a safe place for children and young people to make sense of the information they have picked up from the media and also playground myths. Guided by a skilled teacher, children and young people are able to separate facts from fiction and clarify and strengthen their own values.
- Prepares children for the physical and emotional changes of puberty.
- Makes an essential and significant contribution to safeguarding children and young people during their school-age years and into the future. It enables children to understand their physical and emotional development.
- Includes the acquisition of knowledge, the development of life skills and respectful attitudes and values.

What should be taught in SRE

The following areas will be covered:

Attitudes and Values

- Learning about the values of family life and stable relationships.
- Learning the value of respect, love and care.
- Learning to take responsibility for their own actions.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on the understanding of differences and recognising the impact of prejudice.
- Providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions.
- To manage conflict and disagreement.

Knowledge and Understanding

- Information about healthier, safer lifestyles
- Physical development
- Emotions and relationships

Planning and Teaching effective SRE

SRE should be factually accurate, evidence-based and age-appropriate; be sensitive to faith and cultural perspectives; promote equality, inclusion and acceptance of diversity; promote strong and stable relationships; and provide children and young people with a clear sense of rights and responsibilities.

SRE should be set in the context of clear values. It should teach children and young people to develop values, attitudes, personal and social skills, and increase their knowledge and understanding to make informed decisions and life choices.

SRE will be taught through the statutory requirements of the National Curriculum Science Order, through Personal, Social, Health and Economic (PSHE) education, Religious Education and aspects of Computing.

With the exception of two specific modules in Years 5 and 6, SRE is not singled out for special teaching, but occurs naturally via a cross-curricular approach (**Appendix 1**). Any appropriate questions are dealt with discretely as and when they occur.

SRE will be taught through:

Science

As the children move through the school they will be taught:

- a) that living things only produce their own kind.
- b) to label external parts of the human body.
- c) to describe the main stages in the human life cycle.
- d) to name major organs in plants / animals.

- e) to understand the processes of reproduction in plants.
- f) to describe changes as humans age. (**See Appendix 1**)

Religious Education

The Church of England Church Ethos and our Values Education underpins all policies in school. Through the study of Christianity and other religions, the children will explore patterns of behaviour which encourage a respect for relationships and family values. Rites and ceremonies all form part of the Religious Education Curriculum, where there is a great emphasis on respect.

Computing

Throughout school, the children will be made aware of the importance of Online safety and the importance of considering the appropriateness of online websites. They will also be made aware of the importance of reporting any concerns to a trusted adult.

Personal Social, Health and Economic Education (PSHEE)

Our PSHEE curriculum promotes self-discipline, consideration and respect for others. Children are encouraged to take care of their bodies through healthy living, exercise, eating a balanced diet, cleanliness. They will be taught about body changes during puberty, hygiene and feelings and emotions that may arise during puberty.

Years 5 and 6 Specific PSHEE Module (Appendix 2)

Parents will be notified in Years 5 and 6 when these modules are being taught and will be invited to preview the resources.

These sessions will aim to:

- explore body changes during puberty.
- address any issues arising concerning puberty, hygiene and feelings and emotions that occur during puberty.
- Dealing with peer pressure.

Withdrawal of pupils from SRE

Parents have the right to withdraw their children from all or part of SRE, excluding withdrawal from SRE taught through National Curriculum Science.

Policy reviewed Spring 2019

Policy to be reviewed Spring 2020

Appendix 1
SRE related content in the Year 5 and 6 Science and PSHEE curriculum

National Curriculum Science – Year 5 (Summer Term)

Statutory Y5

Pupils should be taught to: **describe the changes as humans develop to old age.**

Non-statutory Y5

Pupils should learn about the changes experienced in puberty.

The *statutory* lessons taught within the ACC Science curriculum in Y5 are:

Lesson 1

The stages of lifecycle of a human – Talk about the stages in the growth and development of humans and discuss the relative lengths of each stage.

Lesson 2

Explore what babies can do and compare to children. Look at different milestones of their lives.

Lesson 3

Explore how the proportions of a human body change as growth occurs from baby to adult.

The *non-statutory* lessons taught within the ACC PSHEE curriculum are:

PSHEE – Year 5 (Summer Term)

Puberty

Lesson 1 - Mixed

Explore:

- ❖ how our bodies change physically and emotionally during puberty.

- ❖ how some changes are the same for boys and girls and some are particular to either girls or boys.
- ❖ how changes do not happen at the same age for all children.

Lesson 2 - Mixed

Emotional changes during puberty including mood swings and peer pressure.

Lesson 3 – Grouped by gender

Girls

Menstrual cycle/ body changes/ importance of personal hygiene

Boys

Body changes/ importance of personal hygiene

PSHEE – Year 6 (Summer Term)

Lesson 1 - Mixed

Responding to peer pressure. Exploring ways of 'saying no'.

Lesson 2

This lesson will be taught separately to the girls and boys by a teacher of the same sex. The children will be given the opportunity to explore the same concepts taught in Year 5 but in the context of their year group. Similar resources can be used but questions may be different. A question and answer box can be used in the classroom to respond to any questions the children may prefer to ask privately.

NB: A Life Bus will be brought into school to enhance the SRE curriculum throughout the school. This will mainly focus on keeping healthy through diet and exercise but in Years 5 and 6 will make reference to the effects of tobacco, alcohol and drugs on our bodies and how the children can respond to peer pressure. This is all covered in an age appropriate and sensitive manner.