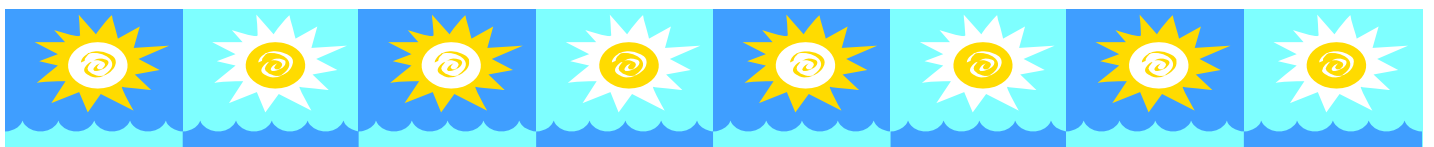


# Sex and relationships education at Tenacres

K. Hirst

Spring 2014



## Policy Aims

The aims of Sex and Relationships Education (SRE) is to provide children with age appropriate information, explore attitudes and values and develop their skills in order to empower them to make positive decisions about their health related behaviour. This will take place with consideration of the qualities of relationships within families.

Our aims at Tenacres are:

- To provide the knowledge and information to which all pupils are entitled;
- To raise pupils' self esteem and confidence, especially in their relationships with others;
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities;
- To develop pupils' skills for healthier lifestyles;
- To develop pupils communication skills and assertiveness to cope with the influence of their peers and the media;
- To help pupils learn to respect and care for their bodies;
- To create an atmosphere where pupils can ask questions without embarrassment.

## Values

Our values at Tenacres include:

- to learn the value of respect, love and care
- to learn to value and respect ourselves and others
- to take responsibility for our own actions
- to develop an understanding and valuing of diversity
- to promote a positive attitude to healthy lifestyles and keeping safe

## SRE and the curriculum

SRE is delivered through the four interrelated strands of PSHE:

- A) Developing confidence and responsibility and making the most of a pupil's ability
- B) Preparing to play an active role as citizens.
- C) Developing a healthy safer lifestyle.
- D) Developing good relationships and respecting the differences between people.

The QCA guidance on PSHE and citizenship includes the breadth of opportunities pupils need to develop their knowledge, skills and understanding and these are embraced in our whole school approach to PSHE. In PSHE, SRE is placed within the context of talking about feelings and relationships. Ensuring that SRE is embedded within PSHE will ensure a focus upon self esteem and respect for self and others. All year groups cover a SRE topic in the spring term. We follow the Worcestershire Healthy Schools Sex and Relationships lesson plans.

The SRE programme has some links to National Curriculum Science. These areas will be taught in Science lesson but some content may be covered in SRE lessons also.

#### National Curriculum Science (2014)

##### Key stage 1:

Pupils should be taught:

- \* To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
  
- \* To notice that animals, including humans, have offspring which grow into adults

##### Key stage 2:

Pupils should be taught:

- \*To describe the changes as humans develop from birth to old age.

#### **Learning outcomes for SRE throughout the school (National Curriculum 1999)**

By the end of Key Stage 1 pupils will have had opportunities to gain knowledge and skills necessary to build and maintain healthy relationships. They will have considered the effect of their behaviour on other people and identify and respect differences between people. They will also have discussed different ways in which family and friends can care for one another. They will be able to explain ways of keeping clean and they will be able to name the main parts of the human body including male and female sexual organs (penis, vagina and testicles) They will also be able to explain that they grow from young to old.

By the end of year four pupils will have had the opportunity to express their views and respect those of others. They will have practiced skills in making judgements and decisions and will be able to list some ways of resisting negative peer pressure around issues relating to their health and wellbeing. They will have also considered the different types of relationship and discussed ways in which people can maintain good relationships. Also, they will have extended their vocabulary of sexual organs to include testicles, uterus and womb.

**Please see Appendix 1 for a list of the vocabulary used in each year group.**

SRE is coordinated by the PSHE coordinator and is taught within the PSHE programme. (Please see the PSHE policy for an overview of areas taught).

A range of teaching methods which involve the children's full participation are used to teach SRE. These include small group work, discussion, case studies, drama and role play. Ground rules are used to establish a safe environment to facilitate discussions.

### **Use of visitors**

Visitors to school, such as parents, health professionals and members of voluntary organisations, may be invited to plan and contribute to SRE lessons. They will be given a copy of this policy and will be expected to work within the values framework described within it. The PSHE coordinator will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the schools' SRE programme. A teacher will be present during the lesson.

### **Dealing with difficult questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Teachers will endeavour to answer questions as honestly as possible but if faced with a question that they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. This may involve referring the child to their parent/carer or school nurse.

### **Children with special needs**

Teaching and learning resources will be differentiated to address the needs of these children in order for them to have full access to the content of SRE education.

### **Monitoring and evaluation of SRE**

The PSHE coordinator collects evidence for the monitoring and evaluation of the SRE programme by means of lesson observations, monitoring lesson plans and gathering feedback from teachers and pupils. Classroom Monitor is used to show coverage of PSHE against the national curriculum learning objectives. Pupils are not assessed against the objectives and no grade is given to them at the end of the year.

### **Confidentiality**

Teachers and support staff are aware that teaching SRE can lead to pupil disclosures of abuse. All staff and visitors involved in the delivery of SRE are also clear that they cannot offer or give unconditional confidentiality to children in the school. Staff are also aware of school child protection procedures and that there is a nominated person to turn to with concerns. Staff will reassure pupils that if confidentiality has to be broken they will be informed first.

### **Withdrawal of pupils from sex and relationship education (SRE) and complaints procedure.**

The school includes information on sex and relationship education in the school prospectus and full details are available on request. The school will inform parents/carers when aspects of the sex and relationship education programme are taught through a parent/carer meeting delivered by the PSHE co coordinator. This meeting aims to answer any questions parents may have about SRE lessons and will provide opportunities for parents/carers to view the resources being used.

Parents are informed of their legal right to withdraw their child from SRE via the school prospectus. Any parent wishing to withdraw their child is encouraged to make an appointment with the Headteacher to discuss the matter.

Any concerns about the content or delivery of SRE should be addressed to the Headteacher.

### Dissemination of the Policy

Copies of the SRE policy will be distributed to all members of Staff and the Governing Body.

Parents may request a copy of this policy through the school office. This policy will also be placed on the website.

Policy written by K. Hirst

Date Spring term 2014

Review date Spring 2017

## Appendix 1

Vocabulary to be used during Sex and Relationships Education at Tenacres.

Year group	Vocabulary
Foundation stage	Happy, pleased, calm, sad, grumpy, cross, growing up, baby, child, change, hands, head, hair, body, teeth, familiar names for private parts e.g. "willy", "fanny" will be acknowledged
Key stage 1 (Year1/2)	Male, female, girl, boy, man, woman, baby, child, teenager, adult, similar, different, unique, special, stomach, chest, penis, testicles, vagina, bottom.
Key stage 2 (Year3/4)	Hygiene, toiletries, bacteria, germs, infection, breast, nipple, womb, uterus, testes, love, responsibility

## Overview of SRE lessons

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Year 1	Myself and others	Body parts	Family	Friendships	Choices	Hygiene
Year 2	Differences - Boys and Girls	Gender Stereotypes	Differences - Male and Female	Naming Body Parts	Everybody Needs Caring For	Safety
Year 3	Feelings	Self esteem	Challenging Gender Stereotypes	Differences - Male and Female	Families of All Kinds	Keeping safe
Year 4	Changing Relationships	Assertive -ness	Gender and Sexuality	Growing and Changing	Body changes and babies	Someone To Talk To