

## *Hambrook Primary School*

### Sex and Relationships Education Policy

#### Rationale

SRE is integral to PSE and as such we believe it is important to help children learn to respect themselves and others, develop fulfilling relationships and lead confident, healthy lives. We believe that a carefully formulated programme for SRE is crucial if we are to prepare the children to move with confidence from childhood through adolescence into adulthood. The school will promote an atmosphere that encourages questioning, where any questions raised will be answered accurately with sensitivity and related to family life and loving relationships. The approach we offer in school will compliment and build on that offered by parents.

#### Aims

As well as our generic aims for PSE our aims for SRE are to help pupils:

- respect themselves and others and move with confidence through childhood to adolescence and adulthood
- learn the value of love, care and empathy for others
- gain an appreciation of the variety of cultural, religious, ethnic and social viewpoints
- appreciate the qualities and values of family life, marriage, civil partnerships and stable, loving relationships
- learn and understand physical development at appropriate stages, understand human sexuality, reproduction, sexual health, emotions and relationships
- acquire accurate information and develop the understanding and critical thinking they need to live confident, happy and independent lives and to make responsible and well informed decisions about relationships and sexual matters
- learn how to avoid exploitation and abuse (including inappropriate touching, grooming)
- to develop children's acceptable vocabulary for communication about their bodies
- learn the importance of values and individual conscience and moral considerations

#### Guidelines

- The SRE programme will be delivered through a variety of different approaches, in class and/or single sex groups, as appropriate. These may include: class based lessons, group discussion/circle time, drama/role-play, videos, CD-Rom, internet based programmes, outside agency involvement e.g. school nurse
- Teaching staff will offer general information and guidance to pupils using accepted language agreed by the school (see below)
- Children will have the opportunity to raise any issues or ask any questions they may have. All questions will be answered honestly, sensitively and factually whilst making judgements such as:
  - whether to answer immediately or at a later time;
  - whether to answer in a whole class situation or individually;
  - at what depth to frame the answer taking into account the age and maturity of the individual;
  - whether to refer the question to parents.

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- Confidentiality will be respected, though not unconditionally, should pupil's questions or responses give staff cause for concern the head teacher will be informed. Pupils will be reassured that if confidentiality has to be broken they will be informed and supported as appropriate. (Refer to Safeguarding Children Policy for procedures)

### Accepted Language agreed by the school

Wherever possible teachers will use correct scientific/biological terms for **all** body parts explaining, if necessary, their relationship to euphemisms more familiar to the individual concerned. It is therefore vital that the language used is clear, agreed by all staff and is non-offensive.

### Right to withdrawal

- Parents are invited into school to view the materials used in SRE and to find out details, ask questions etc before the topic is started with children. They may also borrow the videos to view in the privacy of their own homes.
- Should any parent continue to have concerns or anxieties about any elements of the programme, they are asked to discuss them with the head teacher so that any misunderstandings can be clarified.
- If any parents feel they would prefer to withdraw their child from certain lessons they may do so in writing, however withdrawals may not be made from the National Curriculum Programme of Study. (See section 405 of Education Act 1996)
- Any parents who are considering withdrawing their child should first discuss this with the head teacher.
- If a child is withdrawn from certain lessons, they will continue to work from the National Curriculum.

### Content

#### **Reception**

Hygiene - toilet training/handwashing

Dressing and undressing

Forming good relationships with adults and peers

Body parts (not genitalia)

Feelings - Identifying feelings

#### **Year 1**

Committed Relationships

Friends and family - Caring for each other

Lifecycles of animals

Feelings - dealing with emotions

#### **Year 2**

Lifecycle of animals including humans

Rules for resisting pressure

Differences between male & females (inc. genitalia)

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### **Year 3**

Feeling safe and asking for help?  
Public & private appropriate behaviour  
Hygiene (Swimming)

### **Year 4**

Puberty including personal hygiene  
Families  
Varied lifestyles in the class community - differences in others and how we feel about differences.  
Body parts related to puberty  
*(Videos: Changes)*

### **Year 5**

Sexual reproduction  
Conception, birth  
Developing relationships -Respecting differences, expressing feelings, trust and commitment  
Masturbation & wet dreams  
*(Videos: How babies are made; How babies are born; Girl Talk; Boy Talk)*

### **Year 6**

Conception, birth and contraception (including STD's)  
Decision making  
Feelings about the future (e.g. changing schools)  
Keeping healthy - Media messages about health and sexuality  
*(Videos: How babies are made; How babies are born; Girl Talk; Boy Talk (all repeated) and Let's talk about sex))*

**Policy Date: Summer 2013**

**Review Date: Summer 2017**

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### EIA Screening

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups?	Existing or potential adverse impact	Existing or potential for a positive impact
<b>Age</b> (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		
<b>Disability</b> (physical and mental disability, learning difficulties; access to buildings, curriculum and communication)		
<b>Gender reassignment</b>		
<b>Marriage and civil partnership</b>		
<b>Pregnancy and maternity</b>		
<b>Racial groups</b> (language, culture, ethnicity)		
<b>Religion or belief</b> (worship, religious or cultural observance, incl non-belief)		
<b>Sex</b> (male, female)		
<b>Sexual orientation</b> (gay, lesbian, bisexual; actual or perceived)		

Any adverse impacts are explored in a Full Impact Assessment