



St Cuthbert's C.E Primary School Policy for Sex and Relationships Education (SRE)

What is Sex and Relationships Education? (SRE)

SRE is learning about the emotional, social and physical aspects of growing up, relationships, sex, sexuality and sexual health. It should support pupils gain accurate information, develop skills and form positive beliefs, values and attitudes. It also gives pupils essential skills for building positive, enjoyable, respectful, loving and non-exploitative relationships and staying safe both on and offline and enabling them to take responsibility for their body, relationships, reproduction, sexual health and wellbeing.

At St Cuthbert's we believe that SRE makes a vital contribution to:

- learning the importance of values, individual conscience and moral considerations
- learning the value of marriage, family life and stable relationships
- learning the value of respect, love, care and relationships that are healthy, equal and safe.

Parents will be informed about the teaching of SRE and will be encouraged to discuss any elements of the programme with staff if they wish.

SRE forms an integral part of the curriculum policy, and the schemes of work for science, citizenship, and personal, social, and health education (PSHE), and relates to child protection.

Who was consulted?

All staff and Governors were consulted about this policy.

This policy is informed by Sex and Relationship Education Guidance DfE 0116/2000 and 'Sex and Relationships Education for the 21st Century' (March 2014);

Roles and responsibilities of Head Teacher, other staff, governors

The **Governing body** will:

- ensure the school has an up-to-date SRE policy that describes the content and organisation of SRE through the national curriculum science and other curriculum areas like PSHE
- seek the advice of the Head Teacher on this policy, keep it up to date, and make it available to parents
- ensure that sex education is provided in a way that encourages pupils to consider morals and the values of family life within modern Britain

The **Head Teacher** will ensure that:

- the governing body is advised about the nature and organisation of SRE and how it reflects the aims and values of the school
- SRE is provided in a way that encourages pupils to consider morals and values of family life within modern Britain
- pupils are protected from inappropriate teaching materials
- what is taught is agreed by the Governors in consultation with the subject leader and implemented

- parents are informed about the programme for sex education.

Staff who teach Sex and Relationships Education (SRE) are expected to:

- provide sex education in accordance with this policy and in a way which encourages pupils to consider morals and the value of family life
- participate in training to provide sex education in line with the school curriculum policy
- implement the agreed scheme of work
- draw to the attention of the Head Teacher any materials which they consider to be inappropriate
- respond appropriately to those pupils whose parents wish them to be withdrawn from sex education

Parents' Right to Withdraw Their Child

Parents and carers have the right to withdraw their child from some, or all, SRE lessons but not from statutory science lessons.

If parents/carers are considering this, we recommend that they discuss it first with their child and then with a senior member of staff at school. We are more than happy for parents/carers to view the materials that will be used before they make a decision. Materials can be obtained from the school office on request.

Sex and Relationships Education in the National Curriculum

Within the National Curriculum for Science, pupils should be taught:

Key Stage 1	
NC Science – statutory from September 2014	Notes and Guidance (non-statutory)
Key Stage 1 Pupils should be taught to:	Pupils should read and spell scientific vocabulary at a level consistent with their increasing word-reading and spelling knowledge at key stage 1
Year 1 Animals, including humans <ul style="list-style-type: none"> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.
Year 2 Animals, including humans <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults 	Pupils...should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.
Key Stage 2	
Year 4 Living things and their habitats <ul style="list-style-type: none"> explore and use classification keys to help group, identify and name a variety of living things 	Pupils could begin to put vertebrate animals into groups, for example: fish, amphibians, reptiles, birds, and mammals
Year 5 Living things and their habitats <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals 	Pupils]... should observe life-cycle changes in a variety of living things, for example plants in the vegetable garden or flower border, and animals in the local environment. Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.
Animals including humans <ul style="list-style-type: none"> describe the changes as humans develop to old age 	Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.
Year 6 Living things and their habitats <ul style="list-style-type: none"> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including plants, animals and micro-organisms 	Through direct observations where possible, they should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals). They should discuss reasons why living things are placed in one group and not another.
Animals including humans <ul style="list-style-type: none"> recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. 	Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body. Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs,

<p>Evolution and inheritance</p> <ul style="list-style-type: none"> recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents 	<p>lifestyle and health.</p> <p>They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, labradors are crossed with poodles.</p>
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Menstruation /Puberty Talk

During Year 5 / 6, pupils will be taught about changes at puberty in groups using materials recommended by the authority. The sessions will be led by one of the class teachers.

Arrangements for monitoring and evaluation

The Head Teacher will provide a report to the Personal committee on the implementation of the scheme of work regularly, together with a record of parental and pupil complaints, the number of pupils withdrawn from lessons, and the number of teachers and other staff involved in training on sex education. Lessons on sex education will be observed in the normal programme of monitoring teaching and the judgements about the impact of the lesson on pupils will be included in the report.

Date for review

Sept 2016