

SRE Policy

Date	Amendment	Approval
14.10.15	Review <ul style="list-style-type: none"> • change of EYFS to Early Years (EYs) • change of detail regarding KS2 curriculum to meet new national curriculum science coverage; 	SIC
3.02.17	Review by SRE working party: <ul style="list-style-type: none"> • Amendments made to reflect current best practice 	FGB

Academy Ethos

At Viewley Hill Academy we aim to provide all pupils with knowledge and understanding of all kinds of relationships. We expect our pupils to form positive, tolerant relationships and teach them about respect for themselves and others and we aim to prepare pupils for the physical and emotional challenges of growing up. We deliver this learning through science, specific SRE and more general PSHE lessons.

Our Aims

- To provide the knowledge and information to which all pupils are entitled
- To clarify or reinforce existing knowledge
- 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 provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support;
- To develop skills for a healthier, safer lifestyle;
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- To respect and care for their bodies;
- To be prepared for puberty and adulthood

Teaching and Learning

Sex and relationships education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as a nurse. A range of teaching methods which involve children's full participation are used to teach sex and relationships education. These include use of video, discussion, looking at case studies, drama and role-play. Sex and relationships education is usually delivered in mixed gender groups. However, there may be occasions where single gender groups are more appropriate and relevant.

The Curriculum

Please see **APPENDIX A**

Early Years

Children learn about the concept of male and female and about young animals. In on- going PSHE work, they develop skills to form friendships and think about relationships with others. They will also be taught:

- to recognise, name and deal with their feelings in a positive way;
- to think about themselves, learn from experiences and recognise what they are good at;
- to agree and follow rules for their group and classroom and understand how rules help them;
- to be able to name their body parts using the correct terminology

Key Stage 1

Through work in science, children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety. Children will be taught:

- to take part in discussions with one other person and the whole class;
- to recognise choices they can make and recognize the differences between right and wrong;
- to agree and follow rules for their group and classroom and understand how rules help them;
- that family and friends should care for each other; that there are different kinds of families
- to maintain personal hygiene;
- to name male and female body parts

Key Stage 2

In Science, children will already have learnt about life cycles. In Y6 this is consolidated with an understanding of the scientific aspect of human reproduction. In Y5 children are also taught about the physical, emotional and social changes at puberty, which include the importance of personal hygiene. In SRE, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures. Sex and relationship education should focus on the development of skills and attitudes, and not just the acquisition of knowledge. Children will be taught:

- to talk and write about their opinions, and explain their views on issues that affect themselves and society;
- to research, discuss and debate topical issues, problems and events;
- why and how rules are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules;
- to resolve differences by looking at alternatives, making decisions and explaining choices;
- to recognize the different risks in different situations and then decide how to behave responsibly, and judge what kind of physical contact is acceptable or unacceptable;
- to recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way;

- what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health and how to make informed choices;
- that pressure to behave in an unacceptable or risky way can come from a variety of sources including people they know, and how to ask for help and basic techniques for resisting pressure to do wrong;
- that their actions affect themselves and others, to care about other people's feelings and try to see things from their point of view;
- about how the body changes as they approach puberty;
- to be aware of different types of relationships and to develop skills to be effective in these relationships;
- To be aware of and use positively the terminology for different gender identities

In all of these matters, professional judgement and sensitivity are always used in deciding how and when to deliver this learning.

Dealing with difficult questions

Teachers will endeavour to answer questions as honestly as possible, but if faced with a question that is outside the realm of a Teacher/ child relationship, provision would be made to meet the individual child's needs with their parents.

Legal Requirements

The National Curriculum 2014 states : *All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Sex and relationship education (SRE) is an important part of PSHE education.*

Equal opportunities

Every child is entitled to receive SRE, regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children. It is our intention that all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development, including differentiated provision if required.

Special Educational Needs

Teaching and resources will be differentiated as appropriate to address the needs of children with Special Educational Needs in order for them to have full access to the content of sex and relationship education.

Specific Issues

- **Parental consultation**

We work closely alongside parents in order that they recognise the importance of this aspect of their child's education and fully support us. Parents are invited to attend a forum to raise awareness of the curriculum requirements; discuss their responses and address any concerns.

- Parents do have the right to withdraw their child from individual lessons if the content of this learning contravenes religious or philosophical concerns.


- **Child Protection / Confidentiality**

All those delivering SRE need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Should this situation arise, the staff member will inform the Head Teacher /Designated Child Protection Officer in line with the academy procedures for child protection and safeguarding. Staff would make it clear to a child at this point that confidentiality cannot be assured if concerns exist. All members of staff at Viewley Hill Academy have completed Safeguarding training.

Monitoring and evaluation

Monitoring the implementation of the academy's SRE policy is the responsibility of the SRE subject leader, Mrs Dowson, under the remit of PSHE, and the Headteacher. Children's learning will be documented through work on wall displays and collected by the Subject Leader as part of ongoing assessment. Policies and procedures are regularly reviewed to ensure that they continue to provide best practice for the staff and pupils of Viewley Hill Academy.

APPENDIX 1

 Sex and Relationships Education Curriculum 2017		Key Books
EYFS	Under PSED, Understanding the World and Physical Development Pupils will learn: <ul style="list-style-type: none"> • Safe and unsafe places and people • Personal hygiene (hand washing) • Looking different (tall, short, colour of hair, colour of eyes etc) • The correct terminology for body parts, including 'penis' 	This is My Family Red Rockets and Rainbow Jelly
Y1	Pupils will learn: <ul style="list-style-type: none"> • Gender differences (use of images) • To question gender stereotypes (eg pink is a girl's colour) • To recognise positive images of different family groupings • To discuss different family situations in positive terms • To understand how relationships with different people are different (eg Teacher and parent/ friend and sibling) 	The Family Book
Y2	Pupils will learn: <ul style="list-style-type: none"> • To challenge stereotypes of what a family is • To use appropriate terminology, including 'penis' and 'vagina' • To consider Trust (Who do you trust; Is all trust the same?) 	Different Family; Same Love Two Dads Piggybook
Y3	Pupils will learn: <ul style="list-style-type: none"> • How relationships can change and how to talk about the emotions associated with this (eg falling out with friends and asking for help) • The importance of 'personal space' and its relevance in keeping themselves safe • How managing feelings is linked with behaviour (using How Big Is My Problem? scale) 	The Sissy Duckling
Y4 Y4 or Y5 2 yearly cycle	Pupils will learn: <ul style="list-style-type: none"> • How relationships change over time (friendships alter; families can change) • How to manage feelings about changing relationships • To recognise diversity in families and positive images of this • How to Talk Pants (NSPCC Campaign)* • How to maintain good personal hygiene 	How to Talk Pants in School The Great Big Book of Family
Y5 ** School Nurse	Pupils will learn: <ul style="list-style-type: none"> • The importance of positive body images (what it is; how it affects people) • How people express themselves through their appearance (clothes; religion etc) • To recognise and value difference in themselves and others • What happens during puberty and why this is important ** 	The Boy with Pink Hair
Y6	Pupils will learn: <ul style="list-style-type: none"> • About human reproduction (including the choice to have / not have children) • To recognise that everyone has the right to be who they are • To positively use the correct terminology for different identities 	10,000 Dresses The Boy in the Dress Who Are You? The Kid's Guide to Gender Identity I am Jazz