

# Sex and Relationship Education (SRE) Policy for Tranmere Park Primary School

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## Ethos

The Governors at Tranmere Park Primary School believe that Sex and Relationships Education is developmental and a foundation for further work in high school. Sex and Relationships Education (SRE) contributes to the requirements of the DFE guidance document, Sex and Relationships Education Guidance (2000), which states that the school curriculum should be one which:

- Allows pupils to learn about physical, moral and emotional development, and understand the importance of marriage for family life, stable and loving relationships, respect, love and care.
- It prepares pupils for the experiences of adult life, with respect to sex, sexuality and sexual health.

Sex and Relationships Education is part of the personal, social and health education (PSHE) curriculum in our school, which is covered through the Islington primary scheme of work.

## What we teach

The SRE programme teaches pupils about:

- the physical development of their bodies as they grow into adults
- the way humans reproduce
- respect for their own bodies and the importance of sexual activity as part of a committed, long term and loving relationship
- the importance of family life
- moral questions
- relationship issues
- respect for the views of other people
- what they should do if they are worried about any sexual matters

This is done by:

- providing the correct information which is easy to understand, relevant and appropriate to the age and maturity of the pupils
- delivery of lessons to all children
- developing communication and social skills
- challenging stereotypes and highlighting misconceptions
- encouraging the exploration and clarification of values and attitudes

Sex and Relationships Education is taught in the context of relationships. It is defined as learning about physical, moral and emotional development.

## How we teach SRE

SRE aims to support children's emotional development by educating them about relationships and emotions. Lessons will be tailored to the age and maturity of the children.

The lessons and units are progressive and will build upon their learning in Science and PE.

In Year 2, the children will talk about the changes to humans and animals through their lives. They will label anatomical parts of the body, including male and female genitalia and the distinguishing differences between boys and girls. In Year 4, the children will learn about growing and changing. They will identify changes through human life-cycles and understand that change is ongoing and individual. They will discuss personal hygiene and learn about the physical changes associated with puberty. They will also learn about wet dreams and menstruation. In Year 6, the children will learn about healthy relationships and how a baby is made.

All staff are committed to delivering lessons in a sensitive manner and through active learning methods, which involve children's full participation. There are also opportunities to build upon this work in Science and PE lessons, assemblies, story time and pastoral work. Children will be taught the anatomical terms for body parts. Slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to us.

## Agreed vocabulary used within school:

	<b>Vocabulary</b> (Vocabulary may be introduced at the discretion of the maturity of each cohort)
Y2	Penis, vagina
Y4	Puberty, penis, foreskin, testicles, wet dreams, erection, ejaculation, testosterone, sperm, vagina, breasts, periods, menstruation, egg, fallopian tube, womb, uterus, tampons, pads
Y6	Conception, puberty, pregnancy, birth, ovary, ovum, egg, fallopian tube, womb, uterus, menstruation, period, vagina, vulva, labia, clitoris, cervix, oestrogen, penis, foreskin, testicles, scrotum, epididymis, sperm, prostate gland, urethra, ejaculation, erection, wet dream, testosterone, sexual intercourse, penetration, make love, pleasure, foetus, embryo, umbilical cord, amniotic fluid, placenta, amniotic sac, cells, contractions, disease, infection, love, relationship, family, marriage, support, caring, loving, consent, heterosexual, gay, transgender, lesbian, bisexual, homophobic, transphobic, biphobic and FGM (Female genital mutilation).

Staff encourage communication by providing acceptable vocabulary for discussing relevant matters without embarrassment or offence. Group rules are established governing the decision of sensitive issues. These are either negotiated by the group or imposed by the teacher, depending on which is most appropriate. Such rules help minimise embarrassment, distress and unintended/ unconsidered disclosures. If a disclosure is made staff follow the agreed child protection procedures. Staff endeavour to offer balanced and factual information and acknowledge the major ethical issues involved. Staff only answer direct questions if applicable to the whole group and may feel it appropriate to contact parents/carers to respond to individual questions.

The school is well aware that the primary role in children's sex and relationships education lies with parents and carers. We wish to build a positive and supporting relationship with the parents and carers of the children in our school through mutual understanding, trust and co-operation.

Parents/carers have the choice to withdraw their children from Sex Education lessons if considered necessary. However, please be aware that we will sometimes discuss issues around relationships as and when appropriate. We would hope that through open and honest communication, in which parents and carers are fully aware of the whole programme and its benefits, no child is withdrawn. However, if parents request for withdrawal this should be put in writing and discussed with the class teacher or Head teacher.

#### **How we assess SRE**

Sex and Relationships Education is assessed through regular PSHE assessments. Children take part in pre and post assessments and parents receive information related to PSHE issues taught throughout the year through an annual report.

We hope that the Sex and Relationships Education teaching will help pupils develop respect for themselves and others; to communicate their feelings and opinions in a clear and articulate manner, and have the skills to deal with situations they will face in later life.

#### **How we monitor SRE**

There is a planned cycle of monitoring at Tranmere Park Primary School. SRE forms part of this monitoring cycle as an element of our PSHE work and all audit and review procedures and findings are scrutinised by the school Leadership Team and the Teaching, Learning and Curriculum sub-committee of the Governing Body.

#### **Resources**

We liaise with the Local Health Authority regarding suitable materials to use with the children. In addition, the Head teacher may liaise with other external agencies regarding appropriate materials to deliver the school SRE programme effectively. Age appropriate children's books on relationships and the human body are kept in our school library. Class teachers, PSHE subject leader and our Learning Mentor are responsible for other SRE teaching materials.

#### **Health & Safety**

The school follows the guidelines of the "Be Safe" booklet for all general health and safety issues connected to SRE.

#### **Inclusion**

The teaching of SRE at Tranmere Park Primary is free from bias or generalisation in respect of gender, class, race or disability. Resources will reflect the pluralistic society in which we live, avoid stereotyping and discrimination and promote positive self-images.

#### **Safeguarding**

Tranmere Park is committed to safeguarding and promoting the welfare of its pupils and expects all staff and volunteers to share this commitment. Any visitors who are invited into school to support and enhance the curriculum will follow the planned programme for SRE and copies of the SRE policy will be available prior to their visit.

Although an atmosphere of trust is encouraged, teachers will not offer pupils or parents/carers unconditional confidentiality. Information about behaviour likely to cause harm to the pupil or to others will be passed onto the appropriate agency via our Child Protection Officers – Mrs Hodgson or Mrs Martin.

Please refer to the following additional policies to supplement this policy: PSHE Policy, SEN and Inclusion Policy, Anti-Bullying Policy and the Single Equality Policy.