

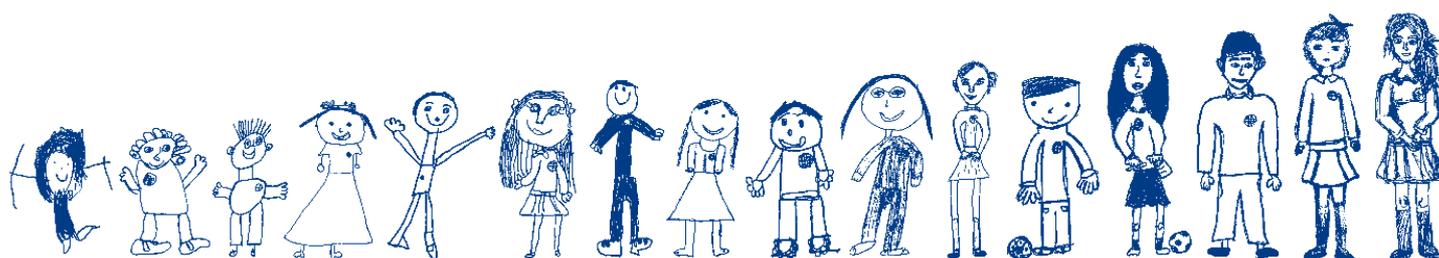
Christ Church New Malden

Church of England Primary School

SRE Policy

Committee responsible	Christian Ethos
Approval required by	Christian Ethos
Statutory or Recommended	Statutory
Frequency of review	Every three years
Date last reviewed	01/03/17
Date of next review	01/03/20
Display on website	Yes
Purpose	To promote the teaching of SRE.
Consultation	Staff
Link with other policies	

	Signed	Date
Headteacher	<i>Tabitha White</i>	01/03/17
Chair of Governors	<i>Andrew Lambie</i>	01/03/17



1. Introduction

SRE aims to support children's emotional development by educating them about relationships and emotions. It is tailored to the age, physical and emotional maturity of the children. At Christ Church, we believe that we are all created to become the people God made us to be, and that we have a God who loves us. PSHE, including SRE, is taught in a way that reflects that, so that every child knows they are special.

SRE is not a 'one-off' event but an ongoing process of education which begins in Nursery. From an early age children begin to learn about relationships and are taught how to express their feelings. SRE links with work in other subjects. Towards the end of the primary phase children will learn about puberty, about the importance of stable loving relationships, understand how a baby is conceived and the importance of a stable relationship for family life.

Children learn about sex even if they are not taught. Some of the things they learn are incorrect, confusing and frightening. In a world where sex is used to sell things from food to fast cars and celebrities' lives become everyone's business, children must be helped to make sense of it all.

It is crucial that we support our children in feeling good about themselves and their bodies. At the heart of this, we work to ensure that children develop high self-esteem.

2. Definition of Sex and Relationship Education according to SRE Guidance *DfEE July 2000*

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity - this would be inappropriate teaching.

3. Aims & Objectives

- To educate children about relationships, focusing on friendships, bullying etc – supporting children's emotional development and improving self-esteem;
- To develop personal and social skills and a positive attitude to physical wellbeing;
- To help children to grow up feeling confident about their emotional and physical health;
- To educate children about health issues and personal hygiene;
- To educate children about age-appropriate developmental issues, including puberty, onset of adolescence, conception and the birth of a baby;

- To begin to give pupils an understanding of the issues that will prepare them for the challenges and responsibilities of emotional, moral and sexual maturity from a Christian perspective;
- To promote pupils' moral and social development and prepare pupils for the responsibilities of life, supporting them on their journey through childhood and adolescence to adulthood.

4. Key Elements

4.1 Attitudes and values

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making

4.2 Personal and social skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- learning how to recognise and avoid exploitation and abuse

4.3 Knowledge and understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, emotions and relationships;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay

5. How SRE is provided and by whom

Sex and Relationships Education sits within two curriculums: PSHE and science. SRE is taught by class teachers. Care has been taken to ensure that the content of the lessons is not overly-biological, allowing the discussion of emotions and feelings. Some lessons are taught in gender groups, and the others are taught as a whole class.

6. What will we teach the children?

From the moment children enter Reception they learn about forming positive relationships with others. This is reinforced throughout the whole of their school life. As children get older, their learning follows a natural path of progression.

A detailed overview of what is taught is attached.

7. Teaching Approaches

A variety of teaching approaches need to be used in the teaching of SRE. A safe learning environment needs to be established in which the children are able to take part in open discussions. Ground rules should be set which will help to reduce anxiety and embarrassment and minimises unconsidered, unintended personal disclosures. A key ground rule is that no personal questions should be asked of the teachers, or children.

8. Specific issues in SRE

Confidentiality - SRE should never include any activity or discussions where disclosure is encouraged or sought and the use of distancing techniques such as role- play and group work may help this. Teachers must not offer or guarantee absolute confidentiality.

9. Safeguarding

Effective SRE may often bring about disclosures of child protection issues and staff need to be aware of the procedures for reporting their concerns.

10. Dealing with Questions

Clear parameters of what is appropriate and inappropriate should be established within the ground rules and personal questions should not be answered. If a teacher does not know the answer this should be acknowledged. If a question is too explicit, is age inappropriate for the pupil or the whole class or raises concerns about sexual abuse then it should be acknowledged with a promise to attend to it later on an individual basis. If a question is raised that alerts a member of staff that a child is at risk of sexual abuse schools child protection procedures should be followed.

In our school where the range of understanding may be considerable we will adopt a 3 level response to questions:

- answer in class for all pupils to hear
- answer one-to-one away from other pupils
- refer back to parents, with child's consent, to establish their willingness to have their child's question answered

11. Equal Opportunities

All children at this school have the right to responsible SRE, relevant to their maturity, which will increase their knowledge of the physical facts and develop an understanding



of their growing and changing emotions. SRE will help children to respect themselves and others and understand difference.

Teaching activities used will engage boys as well as girls and single sex groups will be used. Children with SEN and those with EAL will be included in SRE lessons.

12. Parents right to withdraw their children

Under the 1993 Education Act, parents have the right to withdraw their children from all or part of the schools SRE programme except those in the statutory National Curriculum. Parents need not give reasons for their decision but the school will find it useful if parents discussed their concerns or opinions either with their child's class teacher, the deputy head or the head teacher.

Christ Church New Malden SRE coverage

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Friends and family					
	Know the importance of valuing themselves Understand what friendship is. Be aware that their feelings and actions have an impact on others. Know that there are different types of families and that families are special.	Develop respect for elderly people and other generations. Understand that everyone needs caring for, and the importance of families. Identify and respect differences and similarities in people.	Identify who they can go to for help and support. Identify different sorts of families and families are different and may have different members. Families are special whatever their make up.	Develop a positive attitude towards body image. (link healthy lifestyle). Resisting peer pressure and developing assertiveness.	Consider the need for love and trust in a range of relationships. Understand how different behaviours/ qualities impact on friendships / relationships.	Understand the pressure to conform to gender stereotypes comes from the media and their peers. Deepen understanding of good / not so good feelings. Recognise the difference between healthy / unhealthy friendships and relationships and their right to physical boundaries.
	Recognise that they have choices they can make. Develop strategies to stay safe. Understand basic hygiene principles.	Understand the difference between a good secret and a bad secret (saying yes, no, I'll tell) Types of touch - develop skills to deal with unwanted physical contact. (unwanted hand holding / hugs).	Consider touch and how to know that people have a right to say what they like and don't like. Types of love - for family / pets / places / possessions - keeping themselves safe.	Understand risk taking / hazards. Safety in different environments Independence NB - all relating to Y4 residential trips/skills.	To identify and respect difference and similarities in people - including disability, race, gender, culture, sexuality.	Understand how to keep safe using the internet and other technology. Drugs / alcohol / tobacco Recognise their increasing independence brings increased responsibility to keep themselves and others safe
Spring	Making choices					
	Introduce the concept of growing and changing. Male and female. Understand that babies have particular needs.	Growing and changing - how have I grown and changed - reflect that our bodies and skills develop at different rates. Name body parts including sexual parts. Understand that it is always the female that gives birth.	Revisiting naming of body parts including sexual body parts and the differences between male / female. Understand needs of a new baby.	Reproduction and life cycles. Begin to learn about the physical changes that happen during puberty. The importance of keeping clean in relation to puberty.	Understand how girls and boys bodies change in puberty. Menstruation - basic knowledge. Basic knowledge delivered to both genders. Dealing with physical / emotional changes of puberty	Develop understanding of puberty. Understand how a baby is conceived. Consider why some people get married or stable relationships and how this is important for family life. (include FGM, if appropriate, to teach that their body is their own and that in the UK it's a crime)
Summer	Changes					

13. Overview