



The Froebelian School SEX AND RELATIONSHIPS (SRE) POLICY

1. Introduction

- 1.1 SRE is defined as *“lifelong learning about physical, moral and emotional development. It is about understanding 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.”* (DFE July 2000)
- 1.2 SRE complements and builds on the National Curriculum for Science which sets out the aspects of SRE that all pupils must be taught, namely, reproduction and the human life cycle – this is a statutory requirement. However, the 1993 Education Act gives parents the right to withdraw their children from all, or part of SRE which is not part of, or specified in, the National Curriculum. All schools are expected to have an SRE Policy even if that policy simply identifies the reasons for not having a programme for SRE teaching.
- 1.3 SRE at Froebelian will be taught as part of the PHSEE programme based on the JIGSAW approach. The Jigsaw PHSEE Sex and Relationships Education unit of work (Changing Me) aims to give children their entitlement to information about puberty and human reproduction, appropriate to their ages and stages of development. It is treated in a matter-of-fact manner to allay embarrassment and fear. It is designed to be non-controversial and is flexible enough for the school to ensure that the material fits our ethos and values. There is a strong safeguarding element to Changing Me – the unit of work that teaches about Sex and Relationships Education.

2. Aim and Objectives

- 2.1 The three main elements of SRE are:
 - 2.1.1 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; and
 - developing critical thinking as part of decision making
 - 2.1.2 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 understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict; and
- learning how to recognise and avoid exploitation and abuse.

2.1.3 Knowledge and Understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception

2.2 At Froebelian we are committed to ensure that our pupils are provided with an all inclusive, supportive and safe environment in which they can make responsible, informed and healthy decisions about their lives, both now and in the future through SRE by:

- creating learning experiences they look forward to;
- establishing a safe learning environment;
- using accurate information;
- building skills essential for life and relationships;
- equipping them for a diverse world;
- giving resilience and inner strength; and
- developing spiritual peace.

3. Organisation of the Subject

3.1 We teach the knowledge, skills and understanding as set out in the Jigsaw programme. The Jigsaw programme includes both medium and long term plans.

3.2 We ensure that there are opportunities for pupils of all abilities to develop their skills and knowledge in each unit and there is planned progression built into the scheme of work so that the pupils' knowledge and understanding increases as they move up through the school.

3.3 Class teachers are responsible for adapting the medium-term plans to suit their particular class. These plans include the specific learning objectives and learning outcomes for each lesson and give details of the activities and resources that are required. Key subject skills that must be covered during the topic are also detailed. The class teacher keeps these individual plans and annotates them as they teach with a view to revising the planning in the future. The PHSEE Leader will monitor all SRE planning regularly and communicate any areas of concern with members of staff, and the SLT.

4. Planning

4.1 Medium-term plans (schemes of work) for each year group provide details of topics and themes for each term and are kept in individual classes by the class teachers. Copies can be found on the school network.

4.2 Key ideas within the Changing Me unit of work:

<ul style="list-style-type: none">• Life cycles• How babies are made• My changing body• Puberty• How babies grow• Growing from young to old• Becoming a teenager• Assertiveness• Self-respect	<ul style="list-style-type: none">• Safeguarding• Family stereotype• Self and body image• Attraction• Change• Accepting change• Looking ahead• Moving/transition to secondary
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4.3 Long-term Planning

Foundation	-	Growing up: how we have change since we were babies
Year 1	-	Boys' and girls' bodies; body parts
Year 2	-	Boys' and girls' bodies; body parts and respecting privacy
Year 3	-	How babies grow and how boys' and girls' bodies change as they grow older
Year 4	-	Internal and external reproductive body parts, body changes in girls and menstruation
Year 5	-	Puberty for boys and girls, and conception
Year 6	-	Puberty for boys and girls and understanding conception to birth of a baby

5. Cross-curricular Links

5.1 SRE is taught through the PHSEE framework and the National Curriculum Programme for Science – living and growing, physical needs and development in PE, the importance of family relationships in RE and family likenesses and how people grow and change in History, and also contributes to the pupils' spiritual development through discussion of moral questions of what is right or wrong.

5.2 We use ICT in SRE teaching where appropriate.

6. Timetabling

6.1 In EYFS, KS1 and KS2, we teach SRE for approximately 50 minutes per week during the summer term. Although the timetabling is flexible, SRE is taught mainly by class teachers.

7. Teaching and Learning Styles

7.1 A range of teaching and learning styles will be used in the teaching of SRE including teacher-led lessons, stories, discussions, presentations, drama, problem-solving activities and appropriately vetted DVDs.

7.2 All members of staff as a measure of good practice will use the correct names and terms for parts of the body.

7.3 SRE as a general rule will be taught to mixed gender groups but on occasions it may be more appropriate for some topics such as discussions on changes during puberty to be delivered in single sex groups.

7.4 If difficult questions arise during the teaching of SRE, they will be answered at an appropriate level for the pupils' age and understanding.

8. Progression and Differentiation

8.1 We teach SRE to all pupils, whatever their ability, providing learning opportunities which are matched to their individual needs, where appropriate.

8.2 We recognise the fact that in all classes there are pupils of varying abilities and we seek to provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the child. We achieve this by:

- Planning a range of learning opportunities which meet the children's preferred learning styles;
- differentiating through use of targeted questions;
- setting common tasks which are open-ended and can have a variety of responses;
- setting differentiated tasks;
- using appropriate adult support (either 1:1 or in small groups);
- provision of supportive resource materials.

9. Monitoring and Evaluation

9.1 Monitoring of the standards of pupils' work and of the quality of teaching in SRE is the responsibility of the PHSEE Leader.

9.2 Assessment will include use of questionnaires, discussion, teacher assessment both formal and informal and pupil self-assessment.

9.3 Monitoring will be undertaken through staff discussions, reviewing Jigsaw as an on-going process, lesson observations and book scrutinies.

9.4 Evaluation - The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing changes as required.

10. Special Educational Needs and Disabilities (SEND)

10.1 Pupils with SEND receive extra assistance in the classroom whenever possible (e.g. from a Teaching Assistant) and staff are encouraged to take account of different learning styles. Differentiated written tasks will be set when appropriate and staff are routinely adjusting questions to suit the needs and abilities of individual pupils. Teachers liaise with the SEND Co-ordinator when advice is required.

11. Links with Home and the Community

11.1 Role of Parents

Parents and carers are the key people in:

- teaching their children about sex and relationships;
- maintaining the culture and ethos of the family;
- helping their children cope with the emotional and physical aspects of growing up; and
- preparing them for the challenges and responsibilities that sexual maturity brings.

11.1.1 Froebelian's SRE Policy aims to support parents and carers in this role and ensure that their views are heard.

11.1.2 Parents have the right to withdraw their children from any aspects of the SRE programme not included in the National Curriculum for Science. Alternative arrangements/work will be made.

11.2 Use of visitors and outside agencies - SRE is a shared responsibility; what is learned at school can and should be supported by experiences at home and in the community. It will therefore be appropriate from time to time to involve visitors from outside agencies, such as medical and health professionals to offer support to teachers on specific SRE topics as their particular expertise will provide a valuable contribution to the delivery of such topics.

11.2.1 All visitors will be expected to familiarise themselves with and understand the school's SRE policy and work within it. Their input to SRE lessons will be part of the planned programme of study and will be negotiated and agreed with teaching staff in advance.

11.2.2 All visitors will be supervised/supported by a member of staff at all times. Their input will be monitored and evaluated by staff and pupils in accordance with the school's policy for visitors. This evaluation informs future planning.

12. Assessment, Recording and Reporting

12.1 Teaching SRE involves much discussion, question and answer and other forms of pupil-teacher interaction. Accordingly, informal assessment for and of learning is frequently an on-going process as teachers gain valuable information regarding pupils' knowledge, skills and understanding.

12.2 Pupils' work is marked according to the Effective Marking and Feedback Policy. In Transition and Remove (Y1 & 2), formal written assessment through simple written tasks will occur at appropriate stages. In Forms I-IV, written tasks will be used regularly both to reinforce and to extend pupils' knowledge, skills and understanding and also to help the teachers make judgements about progress.

12.3 SRE will be assessed as part of the PHSEE curriculum.

13. The Role of the PHSEE Leader

13.1 A separate document outlines the role of Subject Leaders but key responsibilities are as follows:

- To take the lead in policy development and to promote continuity and progression in the teaching of SRE throughout the school;
- To support colleagues in the implementation of the schemes of work and in assessment and record keeping;
- To keep abreast of developments in the teaching of SRE, including attending relevant courses and the dissemination of appropriate advice and information to colleagues;
- To monitor pupils' progress in SRE, and to advise teachers (and senior colleagues if appropriate) on any action required;
- To be responsible for the purchase and organisation of resources for SRE.

14. Health and Safety

14.1 Most teaching and learning will take place within normal classrooms. All teaching and learning areas within the school have been subject to a detailed risk assessment and copies of these documents are kept by the Bursar. Staff are reminded of their health and safety responsibilities routinely and suitable training or advice is provided whenever necessary. Teachers will remind pupils about potential hazards when appropriate.

14.2 Safeguarding and Confidentiality

All staff must be fully conversant with the Safeguarding and Child Protection Policy. Personal disclosures may occur from time to time and must be dealt with sensitively and in confidence. However, if a disclosure raises issues of a child protection nature, this must be reported to the Designated Safeguarding Lead.

15. Resources

15.1 When issued, staff are responsible for sets of books and other materials issued for teaching SRE. Each classroom has a Jigsaw folder and resources. Class teachers are responsible for updating and keeping these in good order as appropriate.

16. Equal Opportunities

16.1 All children will have access to the SRE programme. Where children have specific educational needs or disability, arrangements including differentiated activities will be made to accommodate their needs.

17. Responsibilities

17.1 The PHSEE Leader will ensure planning is consistent between classes, and ensures the continuity and progression of the subject throughout the school. They will evaluate the strengths and weaknesses of their subject area, and indicate areas for further improvement which will be highlighted within the PHSEE Action Plan. The

PHSEE Leader is responsible for reviewing samples of the pupils' work and will undertake lesson observations of SRE teaching across the school.

17.2 The PHSEE Leader will have an input into the budgetary requirements for the development and appropriate resourcing of their subject area.

17.3 It is the responsibility of the Head Teacher to ensure that Governors, Staff and Parents are fully informed of the SRE Policy and that it is implemented effectively, and to ensure that staff receive appropriate training in teaching SRE and handling difficult issues with sensitivity.

18. Review

18.1 We are aware of the need to review the SRE Policy regularly so that we can take account of new initiatives and legislation, changes in the curriculum, developments in technology or changes to the physical environment of the school. Staff will be made aware of any changes to the teaching and learning of this curriculum area at the earliest opportunity. Any necessary changes will then be implemented and included in the revised policy document.

18.2 This policy has been shared with all staff and approved by the SLT.

18.3 This policy is reviewed by the PHSEE Leader, in consultation with the Headteacher every two years in light of experience, research and good practice.

Policy Date: September 2016

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