

# Christ Church CE School



## **Sex and Relationship Education (SRE) Policy Autumn 2016**

Christ Church  
CE Primary School  
Regents Park  
NW1 4BD

Christ Church C of E Primary School  
Sex and Relationship Education (SRE) Policy

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**Christ Church C of E Primary School**  
**Sex and Relationship Education Policy**

**Mission Statement**

**The Christian Faith is at the heart of our school community. At Christ Church we care for each other and learn together.**

Christ Church is a small, caring school which is committed to a broad, balanced curriculum and to a continual raising of standards. We aim to contribute to the spiritual, moral, cultural, mental and physical needs of every individual.

We are a Church of England school, with a strong commitment to the teaching of Christianity whilst supporting a multi-faith approach to the curriculum. We recognise, value and celebrate the rich cultural diversity that exists in our school.

The Christian ethos of the school is reflected in our positive, disciplined and calm atmosphere. We believe that effective learning takes place when children work in a purposeful and stimulating environment that supports a wide range of learning styles. Mutual respect between adults and children promotes excellent behaviour and well developed social skills. With this approach we seek to achieve high academic standards.

We aim to cater for each individual, taking particular account of any specific needs or abilities. We endeavour to ensure that all our children fulfil their potential and, within this context, we emphasise health and safety, enjoyment and achievement and the beginnings of responsibility for themselves and others. These skills will be carried forward to the next phase of education and throughout life.

The whole school community is committed to a collective responsibility for the implementation of the values inherent in this statement.

**Our School Aims - Every Child Matters**

## **The Ethos of the School**

The school aims to provide a positive, disciplined, purposeful environment, within a Christian context. We aim to teach children to be caring, to exhibit good behaviour and appropriate social skills and to begin to take responsibility for themselves and others.

## **The Values of the School**

The School aims to value every child and to contribute to the Spiritual, Moral, Cultural, Mental and Physical well being of our whole school community. We value the diversity of our community and we aim to promote the health and safety of everyone.

## **The Standards of the School**

The School aims to teach a balanced Curriculum and to ensure that each child fulfils his or her potential. We aim to provide teaching and learning of a high standard. We believe that this is achieved when pupils are highly motivated, enjoy coming to school, and are appropriately challenged.

## **Sex and Relationship Education (SRE) Policy**

**Date of policy:** Autumn 2016

**Review date:** Autumn 2018

This policy was developed by the school in consultation with pupils, staff, parents and carers and the wider community (school nurse and other health professionals/Camden LA, Diocesan Board and community leaders).

We have also taken account of the

- SRE guidance (DfEE 2000)
- Example SRE policy (Camden April 2014)
- Guidance on PSHEE (DfE 2013)
- Guidance produced by the PSHE Association "SRE for the 21<sup>st</sup> century" (February 2014)

### **DEFINITION OF SEX AND RELATIONSHIP EDUCATION (SRE)**

Sex and Relationship Education involves acquiring information and forming positive attitudes, beliefs and values about relationships and sexuality. It includes understanding about growing up and reproduction, but it is also about being able to make respectful, informed and safe decisions. Paramount importance is placed on forming and maintaining healthy relationships and on pupils growing into young people who appreciate and practise values of self-esteem, self-worth and self-respect.

Furthermore, it is about gaining an understanding of human sexuality within the context of a stable and loving relationship including, but not limited to, marriage.

### **AIMS AND OBJECTIVES**

The purpose of the policy is to:

- Fulfil statutory guidance (DfES 2000) and recognise that the DfE expects that all state schools "should make provision for personal, social, health and economic education" and that "SRE is an important part of PSHEE" (DfE guidance 2013). As set out in the Education Act of 2006, we have a "duty to prepare children for the challenges, opportunities and responsibilities of adult life".
- Provide parents/carers, governors, pupils and outside visitors with access to the content, organisation and approach to the teaching of SRE
- Enable parents/carers to support their children's learning about SRE
- Acknowledge the right of parental withdrawal from SRE, except those aspects included in the national curriculum (Education Act 1996)
- Provide a consistent approach to SRE that ensures progression and continuity throughout the school from the Early Years Foundation Stage to Year 6
- Provide teachers with help in planning and organising activities which are appropriate to pupils' stage of development.

Our aims are that pupils will be able to:

- Develop the skills and understanding to live healthy and confident lives
- Develop the confidence to talk, listen and think about their feelings and their relationships
- Make healthy and informed choices and form positive relationships
- Develop positive attitudes, values and beliefs and challenge negative attitudes and prejudices
- Respect the views of others
- Understand about puberty, reproduction and sexuality
- Enter puberty, prepared for the changes that will take place
- Understand that a variety of families exist
- Make sense of misinformation in the media and from peers
- Seek help for themselves or others (through knowledge of organisations such as the NSPCC and ChildLine)

### **CONTENT AND ORGANISATION of THE TEACHING AND LEARNING OF SRE**

SRE is taught through different aspects of the primary curriculum:

- Science
- PSHE and Citizenship

This will ensure that it covers the statutory biological aspects, but also the social and emotional aspects.

We ensure that the same messages about being safe online are taught through SRE as in Computing (e-safety teaching and learning is addressed in each year group as part of the Computing National Curriculum 2014). Additional e-safety messages are also taught in specific PSHE lessons/topic themed days and teachers will employ professional judgment to identify further teaching and learning opportunities where necessary.

In the EYFS, PSHE is embedded in aspects of daily practice and through planned Personal, Social and Emotional Development (PSED) areas of learning.

In KS1 and KS2, SRE is taught in designated PSHE and Citizenship lessons.

Primarily, SRE is delivered by class teachers. However, support may also be given by outside agencies such as the School Nurse. If visitors are involved in SRE we will ensure that we provide them with an up-to-date copy of the school's SRE policy and ensure that they adhere to it. The class teacher will be present throughout. We will also plan and evaluate their contribution as part of the school's SRE teaching programme.

### **SRE PLANNING**

Through specific SRE teaching and through other subjects, pupils will gain knowledge and understanding as well as begin to form their own values, attitudes and skills.

This development will begin in the EYFS and progress through childhood to adolescence. SRE planning and resourcing is supported by the Camden Scheme of Work and the science curriculum. Class teachers should refer to our expected learning outcomes for each year group when planning lessons (see SRE Expected Learning Outcomes Appendix 1)

## RESOURCES

Each class has a PSHE and Citizenship Planning and Resource File, which contain our expected outcomes for each year group for SRE. These files include resources needed for lessons set out in the scheme. Additional resources are kept in the Year 2/3 stock cupboard.

KS1 and KS2 use the 4 categories of *Respect and Relationships, Citizenship, Healthy and Safe and Self awareness* as umbrella areas to address different aspects of PSHCE (as set out in the Camden Scheme of Work 2012). In following this scheme, the explicit teaching of forming and maintaining positive relationships features in every year group under *Respect and Relationships*.

The nature of positive and negative relationships will be explored in opposition to each other throughout teaching in each year group. Pupils will explore the meaning of negative relationships, as defined as making a person feel upset, uncomfortable, anxious, or controlled by another.

Year group	Key topics covered in SRE	Specific resources
EYFS	Continuous Personal, Social and Emotional Development (PSED) opportunities, both indoors and outdoors, linked to other areas of learning	
Year 1	Valuing yourself and others Growing and changing from a baby	Suggested texts/resources from Camden SoW and SRE lessons
Year 2	Challenging gender stereotypes Animals and their young Timeline of changes that happen to humans - baby, teenager, adult	Suggested texts/resources from Camden SoW and SRE lessons
Year 3	Challenging gender stereotypes Similarities and differences between then/now/future (abilities- physical and emotional) Personal hygiene This will be taught depending on the needs of the class and following teacher judgement and consultation with PSHCE Subject Leader and SLT.	Suggested texts/resources from Camden SoW and SRE lessons  Growing and changing Camden SRE lesson 1 Year 3  Deodorants, washing products (if applicable)
Year 4	Healthy lifestyles Friendship difficulties and resolution Personal hygiene	Suggested texts/resources from Camden SoW and SRE lessons  Deodorants, washing products
Year 5	Puberty This will be taught in the Spring or Summer term (dependent upon teacher	<i>All About Us: Living and Growing</i> DVD (Channel 4 Learning Alternative version 2013) Unit 2 Chapters 1 and 2: Changes

	judgement)	Unit 2 Girl Talk Chapters 2 and 3 up to 3 minutes 4 seconds Unit 2 Boy Talk Chapter 2 up to 10 minutes 16 sec Camden SRE lesson resource sheets Yr5 Sanitary protection BBC interactive whiteboard software may be used also (still pictures of different children in different relationships - brothers, sisters, family etc)
Year 6	How babies are made Pregnancy How babies are born	<i>All About Us: Living and Growing</i> DVD (Channel 4 Learning Alternative version 2013) Unit 3 How babies are made; How babies are born BBC interactive whiteboard software may be used also (still pictures of different children in different relationships - brothers, sisters, family etc)

In order to address abusive relationships and ensure children are aware of how to seek help for themselves and others, each year the NSPCC/ChildLine will teach designated sessions to KS1 and KS2 classes.

## HOW IS SRE TAUGHT?

While teaching SRE, teachers and other adults initially set ground rules. These protect teachers from answering questions which are too personal. They do not discuss their personal relationships, opinions or sexual orientation with the pupils.

### Answering pupils' questions

A question box is also provided at the start of Year 5 and 6 SRE units. This enables children to ask questions anonymously and for teachers to answer questions that they deem suitable. There is also scope for questions to be answered in a single sex group.

### Safeguarding

During the teaching of SRE, no teacher can promise total confidentiality. If a teacher believes that a child is at risk or in danger, he or she will talk to the Designated Child Protection Officer and follow Child Protection procedures.

### Organisation of lessons

Single sex lessons for Year 5 and 6 will be utilised as a teaching tool **alongside** mixed groups for question and answer sessions. Where possible, a teacher/educational professional of the same gender will support groups of children of the same gender in order to provide a more comfortable environment of openness and trust. SRE is generally taught in mixed groups to encourage boys and girls to work together and learn about each other.

The SRE policy reflects, and is in line with, our equal opportunities policy and the school ensures that the teaching of SRE is inclusive, appropriate and relevant to all pupils. We will emphasise the importance of strong and supportive relationships including, but not limited to, marriage and aim to reflect the broad range of experiences amongst pupils to ensure all pupils feel that all families are valued.

In some cases, agreed after consultation with parents/carers and SLT, specific differentiation may be required and specialist resources may be used to respond to individual needs. In some cases pupils may work in small groups or individually to access their SRE. This will always be supported and directed by the class teacher.

### **Arrangements for helping girls cope with menstruation**

A sanitary bin is provided for pupils who begin menstruating. This is situated in the upper Key Stage Two girls' toilets. The class teacher/Higher Level Teaching Assistant is available to help girls with emergency sanitary protection, which is stored in the medical room.

### **Cultural, religious and ethnic diversity**

As a multi-faith school, we recognise and value the variety of religions and cultures within our environment. Our SRE teaching, therefore, is sensitive to these differing beliefs and experiences.

## **WORKING WITH PARENTS/CARERS**

We place the utmost importance on sharing responsibility with parents and carers for their child's education. We will take every opportunity to inform and involve parents and carers by:

- Making the policy available on the school's website
- Making paper copies available if requested
- Ensuring parents/carers are informed when their children will be receiving SRE
- Ensuring that parents/carers are invited to a showing of the SRE DVD used in Year 5 and Year 6
- Ensuring that the class teacher/PSHE Subject leader offers time to discuss any concerns or provide more information
- Ensuring that an opt in/out form is received from each child, indicating permission and agreed participation
- Helping parents/carers support the needs of their children
- Ensuring parents/carers know that they have the right to withdraw
- Consulting parents/carers on the policy when it is reviewed

A letter is sent out to parents at the beginning of each SRE unit, from Year 5 upwards, stating the intended teaching programme (see Appendices 3 and 4). Included in this letter is an open invitation to parents/carers encouraging them to come and discuss the lesson content with the class teacher and watch a showing of the teaching clips so that they may feel better equipped to support their child at home. If the time/date of the showing is inconvenient, other times will be made available to the parent/carer or the resource will be provided for them to watch at home.

After discussion, parents will then have the right to exclude their children from those aspects of SRE which are not included in the National Curriculum for science.

If a parent/carer wishes to withdraw their child from the SRE curriculum they must arrange a meeting with the class teacher/PSHE Subject leader who will talk through their concerns

and discuss the benefits of school SRE. If they decide to withdraw their child, work will be provided to complete in another class. If parents wish to support their child in SRE at home, we will provide any resources we have in school to facilitate this.

### **MONITORING AND REVIEW**

This policy links to the PSHCE policy, the safeguarding and child protection policy, the anti-bullying and behaviour policy, the equality policy and the e-safety policy. Our provision of SRE is part of our approach to support the health and wellbeing of children and our commitment to our status as a maintaining healthy school, which was achieved in January 2014.

The planning and coordination of the teaching of SRE are the responsibility of the PSHCE subject leader.

This policy will be reviewed every two years.

# **Appendices**

**Expected Learning Outcomes for SRE  
Year 1 to Year 6**

## SRE Expected Learning Outcomes

All the following skills and understanding are implicit in our approach to teaching SRE at Christ Church

- To talk, listen and think about their feelings, relationships and growing up
- To form and maintain loving, caring and happy relationships
- To respect differences between people
- To show empathy

In developing children's attitudes and beliefs, we emphasise

- feeling positive about growing up
- the importance of respect, care and love
- the value of family life
- the importance of stable and loving relationships

Year Group	Knowledge
Year 1	To know that humans grow and have babies Know how they are growing and changing Know about different types of families and how they are special To value myself and others Know what friendship is
Year 2	Know about the human lifecycle and the changes humans go through from young to old Know how they are growing and changing Know about different types of families Know that humans grow and reproduce and that a male and female are needed to make their young Understand that people are similar and different Know about special family relationships Know how to manage friendships
Year 3	Know how they are growing and changing - Similarities and differences between then/now/future (abilities-physical and emotional) Know about similarities and differences between families Respect differences Know about gender stereotyping and the link with discrimination in order to challenge gender stereotypes Personal hygiene (This will be taught depending on the needs of the class and following teacher judgement and consultation with PSHCE Subject Leader and SLT)
Year 4	Know that they are/will be growing and changing - emotional and basic bodily changes that will start to happen Know about different ways to keep clean and healthy Know about the importance of personal hygiene and keeping clean Know about different ways to manage friendship difficulties
Year 5	Know how they have grown and changed since being babies Know the main (male and female) body changes at puberty, including the emotional changes Know the main biological differences between males and females, including the reproductive parts Know what menstruation is and how to prepare for and manage it Know what a wet dream is and how to manage it Know why hygiene is important during puberty Know how to manage the changes at puberty
Year 6	Know that puberty brings about changes in emotions, including with friends and family Know how the media affects attitudes to gender and portrays sex and relationships in developing a positive body image Know the qualities of good friendships Know the difference between a friendship and an intimate relationship Know about different types of relationships, including marriage Know how a baby is made and what conception and fertilization are Know why people have children and about pregnancy Know the roles and responsibilities of being a parent and how to respond to the needs of babies Know where to go to get help and support (also addressed through yearly NSPCC/ChildLine workshops)



**CHRIST CHURCH C of E SCHOOL**  
Redhill Street, Regent's Park, London NW1 4BD  
Telephone: 020 7387 7881 Fax: 020 7388 3646  
E-mail: admin@cchurchnw1.camden.sch.uk  
Headteacher: Mrs Paula Walker

Dear Parents and Carers,

As part of the Year 5 science and PSHCE curriculum, we will be covering sex and relationship education (SRE) this half term. These lessons will provide the children with factual information, which will be beneficial in the future. The lessons will be supported by a DVD called "Living and Growing" which is made by Channel 4 Schools. The following issues will be covered:

- Physical changes which occur in boys and girls during puberty
- Emotional changes which occur during puberty

We would encourage you to attend a showing of the DVD on Wednesday 10<sup>th</sup> June at 3:30pm, where you can gain an understanding of how to support your child in their SRE. If you have any queries or concerns we would also be happy to discuss them with you. If you cannot attend but would like to see the DVD, please arrange an appointment with me at another time.

It is your right as a parent to withdraw your child from these classes - alternative work will be provided, and they will work in another class. However, some elements of the lessons are compulsory as they are part of the statutory science curriculum. You must arrange to speak to me to discuss this matter if you feel unhappy about your child taking part in SRE.

Please ensure that you complete and return the slip below by Friday 12<sup>th</sup> June (whether or not you attend the meeting).

Thank you for your co-operation.

Yours sincerely,

Amy Stroud (Year 5 Teacher)

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I give/do not give permission for my child \_\_\_\_\_ to take part in Y5 SRE lessons. If you do not give permission, please arrange an appointment with Amy.

Signed \_\_\_\_\_ (Parent/carer)



## CHRIST CHURCH C of E SCHOOL

Redhill Street, Regent's Park, London NW1 4BD

Telephone: 020 7387 7881 Fax: 020 7388 3646

E-mail: [admin@cchurchnw1.camden.sch.uk](mailto:admin@cchurchnw1.camden.sch.uk)

Headteacher: Mrs Paula Walker

Dear Parents and Carers,

As part of the Year 6 science and PSHCE curriculum, we will be covering Sex and Relationship Education (SRE) over the coming weeks. These lessons will provide the children with factual information, which will be beneficial in the future. The lessons will be supported by a video called "Living and Growing" which is made by Channel 4 Schools.

The following issues will be covered:

- Growth and puberty - how our bodies and emotions change
- How babies are made/born - reproduction and relationships
- Making decisions - how we encounter difficult choices in our lives
- A question/answer session - an anonymous question box will be placed in the class. This session will allow us to discuss relevant issues

We would encourage you to attend a showing of the DVD on Thursday 11<sup>th</sup> June, where you can gain an understanding of how to support your child in their SRE. If you have any queries or concerns we would also be happy to discuss them with you. If you cannot attend but would like to see the DVD, please arrange an appointment with me at another time.

It is your right as a parent to withdraw your child from these classes - alternative work will be provided, and they will work in another class. However, some elements of the lessons are compulsory as they are part of the statutory science curriculum. You must arrange to speak to me to discuss this matter if you feel unhappy about your child taking part in SRE.

Please ensure that you have replied to this letter by Friday 12<sup>th</sup> June. You may, of course, complete this slip after the showing if you would like to attend.

Thank you for your co-operation.

Yours sincerely,

Lisa Bacon (Year 6 Teacher)

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I give/do not give permission for my child \_\_\_\_\_ to take part in Y6 SRE lessons. If you do not give permission, please arrange an appointment with Lisa.

Signed \_\_\_\_\_ (Parent/carer)

