



Sex and Relationships Policy

This policy outlines the aims of Sex and Relationships Education (SRE) within our PSHCE curriculum. It describes what we teach and the approaches we use. This policy helps ensure that the whole school community has a shared understanding of this important area of the curriculum.

Aims

In our school we aim to help our children to **develop a sense of self worth** through:

- exploring their own and other people’s attitudes and values
- developing and practising personal and social skills
- increasing their knowledge and understanding
- providing continuity and progression in all strands of the SRE National Curriculum throughout the school
- having an awareness of their bodies, body parts and changes they will encounter as they get older
- using the correct terminology for body parts
- understanding that people should ask for ‘permission to touch’ any part of their body, and that they have the right to say ‘yes’ or ‘no’ as appropriate
- understanding rules for keeping safe including ‘stranger danger’
- recognising and assessing risks
- understanding different relationships in their lives
- understanding the feelings experienced in relationships
- being able to make independent and informed choices about their relationships
- providing children with reassurance about changes that will occur to them
- providing children with a safe place to voice their worries

Content of the SRE Curriculum

Some aspects of SRE are covered within other subjects. The science and PSHE curriculum provide good opportunities to reinforce elements of the SRE curriculum.

Learning stage	SRE area	Subject	Curriculum ref
Early Years	To form good relationships with adults and peers	Personal, Social & emotional development	
	To look at similarities, differences	Knowledge & Understanding of the World	
Key Stage 1	Self awareness	PSHCE	‘I am Special: feelings and friendship’ ‘Knowing Myself’
	Stranger Danger Trusted adults and people who help us Permission to touch	Life-skills/PSHCE	
	Ourselves: External body parts	Science	QCA Unit 1a Ourselves

	Similarities and difference Permission to touch Public and Private		
	Ourselves: Humans grow and change as they get older	Science	QCA Unit 1a Ourselves
	Health and Growth Humans and Animals produce offspring, and they grow into adults Looking after babies and children	Science	QCA Unit 2a Health and Growing
	Personal Hygiene – washing hands, cleaning teeth, going to the toilet Public and private	Life- skills/PSHCE	
Key Stage 2	Self awareness	PSHCE	'Being Me in My World' Self identity, self respect, self worth and being valued.
	Relationships	PSHCE	SEAL – 'Getting on and Falling Out' & 'Good to be Me' Good relationships & bullying
	Puberty and Menstrual Cycle (year 5 if appropriate)	PSHCE	
	Stranger Danger	Life- skills/PSHE	
	Life Cycles Human life cycle and developmental stages Babies' dependency on adults	Science	QCA Unit 5b Life-cycles
	Life Cycles The purpose of reproduction	Science	QCA Unit 5b Life-cycles
Year 6	Puberty and Menstrual Cycle Sexual relationships	PSHCE	Reproduction – puberty, menstruation, conception Permission to touch Public and Private

Delivery of the SRE curriculum

All staff at Alexandra School have shared responsibility for teaching the SRE curriculum. A range of teaching and learning methods are used including video, circle time, activity sheets and time for questions.

Pupils are encouraged to ask questions in class or through use of a question box, as appropriate. There are a number of options as to how to respond to questions in a class setting. If the question is age appropriate and relates to the learning intentions of the children present, then it will be answered to the whole class. Sometimes a question may need to be answered to an individual child following a lesson or referred to parents at home to answer in their own way as they feel fit for their own child.

Staff are aware that if discussions raise issues of particular concern for a child, they should follow the school's safeguarding procedures as outlined in the 'Safeguarding Policy'.

Recording and Assessment

The achievement of pupils is assessed and recorded in line with the school Assessment Policy. Regular assessments inform planning, ensuring that individual children have access to all strands of the framework, and progression through each strand. Class teachers annotate the MTPs, to record individual progress against learning intentions.

Working with Parents and Carers

Parents and carers have an important role to play in SRE. They need to feel confident that Alexandra's programme complements and supports their role. To enable this, parents and carers are given the opportunity¹ to borrow the resources used to teach SRE in year 6 before their children begin the lessons. These materials (videos, information or activity sheets) can be shared with children at home or just viewed by parents.

Parents and carers have the right to withdraw their children from any part of the SRE programme which is highlighted above in yellow. Other aspects are covered within the statutory national curriculum for science and PSHE. The opportunity to discuss any concerns is provided by the class teacher.

¹ Please see appendix i for parents letter

Appendix i

Dear Parents,

As part of the science and PSHCE curriculum at Alexandra School, children develop a greater awareness of self and the relationships they have with others. We work with the children to discuss changes and growth, developing and mending friendships and explore the importance of respect for both others and ourselves.

With these important foundations, your children will have a series of carefully planned sessions this year focusing on the onset of puberty, bodily changes and sexual reproduction. The content of the topic is carefully designed to be appropriate to your child's age and stage of development.

The main resources we use are:

- video material and activity sheets from 'Living and Growing', a Channel 4 commissioned resource for primary schools
- activities recommended in the government produced 'SEAL' (Social and Emotional Aspects of Learning)
- Miss Dorothy resources

Some of the topics are taught as a whole class or year group, whilst others are taught in single sex groups in order to allow children to feel as confident as possible in asking or answering questions.

Children are encouraged to write their questions down and place them into a box, so that staff can answer individual questions at an appropriate time and in an appropriate way. This may be individually, with the whole class, or in discussion with parents.

Over the last few years both parents and children have found the material to be suitable in tone and content. I hope you are comfortable with our approach. If you have any concerns please speak to us at school

You are welcome to view any video, text or drawing and to discuss it in advance with your child.

Yours sincerely