



Growing, Learning, Achieving Together

SRE Policy 2016

	Date	Signature
Discussed at Staff meeting	28 th September 2016	
Discussed at Curriculum Governors	4 th October 2016	
FGB:	Nov. 2016	

Responsibility of Curriculum Committee

Next Review Date: Summer 2019

Policy Ethos Statement

Ensuring that our children have every opportunity to develop the confidence and capacity to become successful, lifelong learners is a key task for us.

Cold Harbour CE Primary School is a school committed to 'Growing, Learning, Achieving Together' with strong Christian values underpinning this.

- ✓ **Growing** in confidence, faith, personal awareness and ability
- ✓ **Learning** in creative, fun, technologically assisted and investigative ways
- ✓ **Achieving** as individuals, teams and as a whole school community across a diverse range of opportunities
- ✓ **Together** through our shared Christian values of tolerance, faith, guidance, respect and nurture.

This policy will clearly define how the procedures and opportunities in school will enable all children to achieve our key aims.

'Do all the good you can,
By all the means you can,
In all the ways you can,
In all the places you can,
At all the times you can,
To all the people you can,
As long as ever you can.'

(John Wesley)



Sex and Relationship Education Policy Cold Harbour C of E Primary School

1. Rationale

The Department for Education's (DfE's) list of statutory policies (Sept. 2014) for schools says that all schools, except maintained nursery schools, are required to have a sex education policy.

At Cold Harbour C of E Primary School, we believe that effective sex and relationship education is essential if young people are to make responsible and well-informed decisions about their lives. We aim to give pupils accurate information about sex and relationships and allow pupils the opportunities to develop life skills to enable them to make good use of that information. We also offer children opportunities to challenge prejudice and explore and develop their own and other people's attitudes and values.

Sex and Relationship Education should help children and young people to make informed decisions, not be pressured into things that they do not want to do and equip them with skills required for effective relationships.

It is the school's policy to regularly discuss and evaluate the Sex and Relationship Policy with staff, parents and governors.

2. Approaches

- The welfare of the children is the central focus of this policy
- The school appreciates that sex education raises complex and emotive issues and that different people have different views, which should be considered in the delivery of the policy
- The school has consulted the DfE Publication, Sex and Relationship Education Guidance, July 2000, in formulating this policy.

3. Parental Views

- All parents have the right to withdraw their child from any sex education lesson that is not part of the National Curriculum programmes of study and this is stated clearly in the School Prospectus
- Sex Education is offered to all children in Year 6. Parents will be fully informed before the series of lessons take place and given the opportunity to discuss the curriculum with the teacher and view the material which will be used, if they wish. Parents will be informed of the dates that sex education lessons will be delivered so that they can have further discussions at home with their child.
- Year 6 Parents will be invited to complete a questionnaire before the programme is delivered.

4. Aims of the Sex and Relationship Lesson

- To inform children openly and accurately about how their bodies change as they are growing
- To ensure that children know about the bodies of both girls and boys and women/men
- To promote respect for others in the school
- To increase the self- esteem of the children
- To develop skills in making informed decisions

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- To offer the children discussion groups and opportunities to think about emotions and feelings, families and friendships
- To discuss the rights and responsibilities of growing up.

5. Whole School Guidelines

The majority of the Sex education lessons will take place throughout the school in the second half of the Summer Term unless it is suited to a particular theme which is taught elsewhere in the year. To ensure suitable progression many of these lessons will be delivered in separate year groups. Teachers will follow the Sex and Relationship Curriculum guidance from Milton Keynes.(See appendix 1)

In the Foundation Stage pupils should:

- Understand that their words and actions have an effect on themselves and others
- Be aware of their own feelings and sensitive to the views and needs of others
- Know that there are different kinds of relationships e.g. with adults, peers

At Key Stage 1, pupils should:

Science

- Know that humans develop at different rates;
- Be able to name parts of the body and understand the concept of male and female;
- Know that human bodies have special needs for survival.
- Be introduced to how animal babies are born.
- Know that humans have offspring which grow into adults.
- Describe the importance for humans of exercise and eating the right amounts of different types of food.

PSHE

- Understand the importance of valuing oneself and others;
- Understand how to behave appropriately towards one another;
- Know that individuals have rights over their bodies.
- Recognise safe and unsafe situations and can identify and be able to talk to someone they trust.

At Key Stage 2, pupils should:

Science

- Know about plant and animal reproduction;
- Know about the human body and the main systems of circulation, respiration and digestion.
- Explain how animals need the right amount of nutrition.
- Describe how plants and animals, including humans, resemble their parents in many features.

PSHE

- Develop responsible attitudes towards themselves and others;
- Consider relationships and feelings towards friends, family members and other adults;
- Understand about personal safety;
- Understand how to take more personal responsibility for hygiene.

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In Year 6

- Understand the physical changes which take place at puberty;
- Learn about the male and female body;
- Know how a baby is conceived, develops and is born.

6. Sex and Relationship Lessons in Year 6

Sex education stresses the need for the value of family life to be emphasised. However, it is important to respect the broad range of family arrangements of the children in any one class. What constitutes a happy and caring family can vary greatly.

Sex education lessons for Year 6 children will be in mixed groups as appropriate. The school nurse can be invited in to talk about menstruation, all the class will hear the presentation but in separate groups.

The class teacher will be sensitive about managing questions in front of the whole class and will make his/her own judgements about how to answer any explicit questions that a child might ask. The teacher will aim to answer in simple, general terms, rather than going into detail. Sometimes the teacher will decide to follow up a question with an individual child, or to discuss the question with the parent.

The school is aware that for some children it is not culturally appropriate to address this in mixed sex groupings. Should this become the case, this part of the programme will be delivered to boys and girls separately.

7. Monitoring and Evaluation

It is the school's policy to obtain feedback from the class about sex education sessions, through questionnaires or comment sheets. Parents will also be asked for their views and the school's delivery of the lessons may be modified accordingly.

Parents may request a copy of this policy at any time.

8. Resources Used in Delivering the Programme of Work

- Sex and relationships education in Primary Schools book and DVD
- Science and PSHE resources available from a variety of resources

9. Policy Review

This policy will be reviewed every 3 years

Date Agreed:	October 2016
Signed:	
Review Date:	Autumn 2019



SEX AND RELATIONSHIPS CURRICULUM

(FOUNDATION YEAR – YEAR 6)

Curriculum Guidance Year by Year for Milton Keynes Schools
On Sex and Relationships Education

Notes:

Those marked with an asterisk* refer to Science Curriculum

Those marked with Δ refer to 'Protective Behaviours'. For more information go to

www.PB.co.uk

All Primary Schools should have a copy of Health for Life 1 or 2

Name	Contact	Tel No.	Email
Brook	Sue Germain	01908 606561	www.brookmk.org.uk
Health Improvement	Carolyn Shears	01908 217121	www.hpro.nhs.uk
Q Alliance (Gay/Lesbian support group)	Kim Davies	01908 241528	www.qalliance.org.uk
Healthy Schools	Megan Lynch (SRE Consultant)	01908 253116	meganlynch@onetel.com

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Sex Education Forum		020 7843 6052	sexedforum@ncb.org.uk
Healthy Schools	Pam Brandon (HS Co-ordinator MK)	01908 214246	Pam.Brandon@mkpct.nhs.uk
Healthy Schools	Eileen Northey (PSHE Consultant)	01908 657848	Eileen.Northey@Milton-Keynes.gov.uk

This guidance was compiled in consultation with Rachel Algar (Giles Brook Combined), Sandra Cross (Bushfields Middle) and Duncan Hume (Leon Sports and Community School).

These learning outcomes have been taken from DFES and other guidance on SRE and they reflect elements of the non-statutory framework for P.S.H.E.

Foundation

Attitudes & Values	Knowledge & Understanding		Skills	Links	Resources
	Physical	Emotional			
The value and need for trust, honesty, support and respect	To understand that their words and actions have effects on themselves and others	To understand that people have different needs that need to be treated with respect	Take turns sharing	All links to E.L.G (Early Learning Goals) and Personal, Social and Emotional Development section	Health for Life P21 P31 P60 P80
	To know how to keep themselves clean, e.g. loo training, tissues...	To know that there are different kinds of relationships (e.g. to adults and peers)*	To form good relationships with adults and peers		Circle Time for the Very Young (Margaret Collins) ISBN 1 902887-30-1 LCP Ltd
		Have a sense of self as a member of different communities	Be confident to try new activities and initiate ideas and speak in a familiar group		Badger's Bad Mood (Susan Varley) ISBN 0006646808 Picture Lions (F)
		Initiate interactions with other people	To work as part of group/class		Angry Arthur (H Oram) ISBN 009196611 Red Fox (F)
		To be aware of own needs, news, feelings and be sensitive to views, needs of others			Keeping Clean (Paul Bennett) ISBN0 7502 1526 7 Wayland
		To understand the need for agreed values and codes of behaviour			

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Year 1

Attitudes & Values	Knowledge & Understanding		Skills	Links	Resources
	Physical	Emotional			
<p>Consider the value of being part of different groups and communities</p> <p>Be proud of their body, enjoy what it can do and treat it with respect</p> <p>Begin to accept everyone as an individual</p>	<p>To understand the concept of growing from young to old*</p> <p>To know basic personal hygiene rules*</p> <p>To recognise EWS (Early Warning Signs) Δ "Protective Behaviours"</p>	<p>To understand why we are all important and special (positive self image)</p> <p>To understand what people in my life do for me and what I do for them</p> <p>To understand that boys and girls can both do the same tasks and enjoy the same things</p> <p>To know that every individual is unique but there are similarities with others*</p> <p>To recognise and accept differences Δ</p>	<p>Respond to EWS and know there is a choice. (Feelings are feelings and behaviour is a choice) Δ</p> <p>To identify and talk to people who you trust Δ</p> <p>Keep body clean (take responsibility)</p> <p>Turn-taking</p> <p>Co-operating</p> <p>Listening</p> <p>Sharing</p>	<p>Science*</p> <p>P.S.H.E Δ</p>	<p>Health for Life P121</p> <p>Circle Time for the Very Young Margaret Collins ISBN 1 902887-30-1 LCP Ltd</p> <p>Making a Difference series-Jillian Powell Wayland</p> <p>A Teachers Handbook for PSHE and Citizenship Elaine Abbott ISBN 1 903549-02-7 Educari</p> <p>The Tale of Georgie Grub Jeanne Willis ISBN 0862647223 Anderson Press</p>

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Year 2

Attitudes & Values	Knowledge & Understanding		Skills	Links	Resources
	Physical	Emotional			
To recognise what responsibility means	To know that there are similarities and differences between my body and other people's*	To understand that there is a range of feelings in families e.g. love, jealousy, caring, sharing Δ	Empathy/Sensitivity	Science* P.S.H.E Δ	Health for Life P148 P172
	To know that humans and animals can produce off-spring and these grow into adults	To know what choices you can make in response to EWS Δ	Share and talk about feelings		
	To understand the needs of babies and young people*	To know I have some responsibility to keep myself safe	Interpersonal, appropriate behaviour in new situations – verbal/eye contact		
	To know the correct names for external parts of the body.	To understand that our feelings and actions impact on others	React to EWS Δ		
					Something Else Cave K and Riddell C Puffin Books
					Care of Henry A.Fine Walker Books
					The Huge Bag of Worries V.Ironside Macdonald Young Books Ltd
					Not Now, Bernard D.Mckee Red Fox

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Year 3

Attitudes & Values	Knowledge & Understanding		Skills	Links	Resources
	Physical	Emotional			
Respect their own and other's bodies	<p>To understand changes in my own body and changes in others</p> <p>To know, and name, the internal parts of my body (including sexual organs)</p> <p>To know how to keep healthy (hygiene, sleep, exercise)</p>	<p>To know what makes me happy, sad, etc Δ</p> <p>To know what we do that makes each other happy/cross (what helps, Δ hinders friendships)</p> <p>To know adults you can trust Δ</p>	<p>Express opinions (relationships and bullying) Δ</p> <p>Listening</p> <p>Be supportive /show respect for views</p> <p>To identify and talk to people you can trust Δ</p> <p>Personal hygiene*</p>	P.S.H.E Δ Science *	<p>The Patchwork Quilt V.Flournoyand J.Pinkney Puffin</p> <p>Nothing M. Inkpen Hodder Childrens Books</p> <p>The True story of the 3 little pigs .Scieszka J. Puffin</p> <p>Face your Feelings with pack of photos ISBN 1-8827307-3 Childswork/Childsplay</p>

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Year 4

Attitudes & Values	Knowledge & Understanding		Skills	Links	Resources
	Physical	Emotional			
<p>Values of relationships</p> <p>Respecting own and others feelings</p>	<p>To know the functions of the different organs (including sexual organs e.g. womb)*</p> <p>To know how babies are born and grow*</p>	<p>To understand what is meant by relationships (within families and between friends) Δ</p> <p>To know that we have rights and responsibilities for keeping ourselves safe Δ</p> <p>To know how to make friends Δ</p> <p>To understand individuals responses will vary and respect other people's emotions and feelings Δ</p> <p>To understand that everyone has the right to celebrate their strengths and recognise their weaknesses Δ</p> <p>To understand and act upon EWS using a range of strategies</p>	<p>To be assertive and make first move!</p> <p>Express opinions</p> <p>Talk to different audiences</p> <p>To make decisions – be aware of external/internal influences</p> <p>To use strategies to keep safe (PBs) Δ</p>	<p>Science * PSHE Δ</p>	<p>Health for Life P29 P35-36 P76</p> <p>Channel 4 Living and Growing video,</p> <p>Mummy laid an egg! B.Cole Red Fox</p> <p>I'm like you/You're like me Cindy Grainger ISBN 1 57542 039 2</p> <p>My Body Brian Moses ISBN 0-7502-1241-1 Wayland</p> <p>Exploring Feelings Vanessa Rogers Youth Work Press ISBN 0 86155 261 X</p> <p>My Amazing Journey: a first look at where babies come from. P.Thomas Macdonald Young Books</p>

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Year 5

Attitudes & Values	Knowledge & Understanding		Skills	Links	Resources/
	Physical	Emotional			
Appreciate different ways of loving and the importance of love in relationships (including gay/lesbian relations)	To know the life cycle common to human and animals (growth, reproduction)*	<p>To know why trust, honesty, understanding and respect are important in <u>all</u> established relationships</p> <p>To know how to manage emotional changes</p> <p>To know there are different types of relationships (marriage, different types of relationships)</p> <p>To understand the emotional changes that occur in human life (death, making new relationships, changes in family arrangements e.g. 2nd marriage, fostering, extended families, 3 or more generations together</p> <p>To know how to keep selves safe when involved in risky activities Δ</p> <p>Know people have different attitudes, values and beliefs that these influence people's relationships with each other</p> <p>Know ways of resisting unwanted physical contact</p>	<p>Show care for others as well as for themselves</p> <p>Recognise that actions have effects on self and others</p> <p>Empathise and be able to see things from other new points (e.g. parents/carers)</p> <p>Discuss moral values and challenge stereotypes e.g. gender</p> <p>Use PBs (or other strategies) Δ</p>	Science * P.S.H.E Protective Behaviours Δ R.E.	<p>Health for Life P77 P108</p> <p>Channel 4 Living & Growing Unit 2 & 3</p> <p>How did I begin? M.Manning and B.Granstrom Franklin Watts</p> <p>How do I feel about? Series of titles including loneliness and making friends, dealing with racism, my stepfamily, my parents, divorce. Watts</p> <p>Families Pack ISBN 1 8418 009 9 Save the Children</p> <p>6 Years of Circle Time ISBN 1 873942 52 4 Lucky Duck Publishing</p>

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Year 6

Attitudes & Values	Knowledge & Understanding		Skills	Links	Resources
	Physical	Emotional			
To appreciate that we all change, both physically and emotionally at different rates	To know how and understand how changes at puberty affect the body	To understand and discuss media messages about health and sexuality	To express feelings (e.g. changing schools)	Science P.S.H.E PBs Δ	Sex and Relationships Education 9-11 plus CD-ROM: The No Nonsense Guide to Sex Education for All Primary Teachers (Sex and Relationship Education) CD-ROM
	To understand the process of conception and birth *	<p>To understand that family members will have different expectations of each other</p> <p>To understand that actions have effects on both themselves and others</p> <p>To know why being different can provoke bullying and know why it is unacceptable</p> <p>To understand the vocabulary of sexuality (hetero-sex, gay/lesbian, bisexual, etc)</p> <p>To know about helping agencies which can support families and individuals in different circumstances</p> <p>To understand the meaning of friendship and loyalty</p>	<p>Express negative feelings by being assertive and not aggressive</p> <p>Use strategies to help cope with stress</p> <p>Listen</p> <p>Support/empathise</p> <p>Make informed decisions and calculate risks Δ</p>		