

La Moye School Sex and Relationships (SRE) Policy **November 2022**



Vision for the Subject/Area:

SRE is about lifelong learning about ourselves as humans and individuals. It should help children better understand their emotions and self-esteem, their growing bodies and their relationships with others, enabling them to make positive decisions in their lives. It is closely connected to our school's values of *Aspire, Achieve, Together*, and is taught primarily through our Science and PSHE curriculum, and enhanced through other areas such as RE.

Definition (from Jersey SRE Policy)

SRE is the process of learning about physical, emotional, psychological, sexual and moral development. It is about understanding the importance of consistent, stable and loving relationships within the context of respectful, loving and caring family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. As a school, we ensure that we inform our pupils of the facts in a sensitive way that will engage and support them, using recognised and evidence-based teaching strategies. SRE is not about the promotion of sexual activity.

Aims and Principles:

- SRE aims to encourage children to feel positive about themselves, and to develop confidence and self-esteem.
- SRE aims to assist children to develop respect for others.
- SRE prepares children for changes which they will experience, both physically and emotionally.
- SRE helps children to understand how relationships are formed, maintained and sometimes ended.
- SRE assists children to develop healthy relationships within a moral framework, and safeguards them from any potential risks.
- SRE teaches children how to understand their emotions and feelings.
- SRE teaches children about appropriate and inappropriate behaviour and helps them to stay safe.
- SRE encourages children to make positive choices.
- SRE helps children to develop an awareness of family life and the responsibilities of parenthood.
- SRE helps children to develop an understanding and acceptance of diversity.

Delivery of SRE

SRE is taught within the personal, social, health and economic (PSHE) education curriculum. Across all Key Stages, pupils will be supported with developing the following skills, taught within the context of healthy relationships, in an age-appropriate way:

- Recognising and maximising a healthy lifestyle
- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Showing assertiveness
- Seeking help and support when required

- Informed decision-making
- Self-respect and empathy for others
- Managing conflict
- Discussion and group work

Curriculum and Scheme of Work:

- Our medium-term planning is adapted from the JIGSAW PSHE scheme. This helps us to organise the teaching and learning of PSHE, which includes SRE at an age-appropriate level, in all year groups.
- PSHE teaching and learning is organised into 6 puzzle pieces (units) which combine to form the JIGSAW puzzle. These are taught sequentially, with each puzzle piece taking half a term to cover.
- In the summer term we teach 'Changing me'; this unit includes specific focus on Sex and Relationship Education. Appendix 1 sets out the topics covered in each year group during these sessions.
- The Jigsaw scheme supports us in meeting the objectives outlined in the Jersey Curriculum for PSHE, including the health and wellbeing and relationships elements. There are also a number of links to the Science curriculum, including:
 - **Year 1** – Naming body parts
 - **Year 2** – Understanding that animals, including humans, have offspring which grow into adults.
 - **Year 5** – Describing the changes as humans develop to old age (including puberty). Describing the differences in life cycles of a mammal, an amphibian, an insect and a bird. Describing the life process of reproduction in some plants and animals.
- PSHE lessons take place weekly, with 30 minutes assigned each week. PSHE teaching and learning also takes place in a less structured manner throughout the week during registration periods and informal 'check ins'.
- Wherever possible PSHE & SRE lessons are taught by a class teacher, however they may be taught by other teachers to facilitate organisation within the school.
- Where appropriate, children record and retain the evidence of their learning in their PSHE book. This may be supplemented by other recording methods.
- We understand that a safe and secure learning environment is essential for delivering effective SRE lessons, in which children feel able to discuss sometimes sensitive topics and ask questions. At the beginning of the school year, each class establishes an agreement setting out the positive behaviours that they will follow in order to create this environment.

Assessment

- Children are assessed on their attainment and progress in PSHE continually and formatively in both PSHE lessons and throughout their time in our school; teachers will ensure they know their children well, promote good relationships, and will make assessment of PSHE an integral part of every curriculum subject whenever appropriate.

We will...

- Teach all aspects of SRE sensitively and thoughtfully, following the structure of our JIGSAW PSHE scheme.
- Teach the importance of choice, rights and diversity in our society.
- Use appropriate vocabulary.
- Promote inclusion, respect and individual rights.

- Whilst teaching the SRE aspects of the curriculum teachers will have a 'worry box' available for the children to use to ask questions or raise concerns, that the teacher will monitor weekly. The teacher will either address these questions/concerns as part of whole-class teaching, as a smaller group, individually, or in some circumstances we may contact the parent first/instead of talking to the child.
- Contact parents in the half term prior to the teaching of SRE to inform them of planning and content.

We will not....

- Use inappropriate or disrespectful terms, phrases or language.
- Tolerate the use of disrespectful terms.
- Judge, categorise or ascribe value to different types of adult physical relationships.
- Accept discrimination in our school, including racism, sexism or homophobia.

Entitlements

We are committed to working towards the implementation and development of the following entitlements.

Children are entitled to:

- Accurate, up-to-date, useful and age-appropriate information delivered in a way that meets their individual needs.
- A well-planned, well-delivered SRE programme, which is flexible to cater for their changing needs over time.
- Know where and how to access information and support.
- Be informed about issues of confidentiality and how it affects them.
- Have their views and ideas received in a respectful and non-judgemental manner.
- A consistent approach to SRE across the whole school.

Teaching Staff are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training.
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of SRE.
- Contribute their views and ideas in support of the development of SRE for children.
- Professional guidance and support.
- Be informed about issues of confidentiality and procedures to be followed.

Parents and carers are entitled to:

- Accessible, accurate, up-to-date, information delivered in a way which meets their needs.
- A safe and supportive environment for their children.
- Information on how and when SRE is taught.

Your rights as a parent or carer

We recognise that teaching and learning of SRE may raise concerns, therefore....

- All parents and carers are most welcome to view and discuss all teaching materials.
- All parents and carers are most welcome to discuss with their child's teacher.

Whilst SRE lessons are compulsory, parents and carers may, where they feel their child is not ready to learn about certain elements, withdraw their child from specific aspects of SRE that lie outside of the Science curriculum. If you have any concerns or would like to have more detail on what is covered in each lesson for your child's year group, please speak to your child's class teacher in the first instance.

Monitoring and Review

- The delivery of SRE is monitored by the PSHE coordinator through learning walks, conversations with children, lesson observations, book scrutiny and discussion.
- The PSHE coordinator will collect evidence of monitoring and will communicate this to the head teacher.

Appendix 1 – Content taught by Year Group

Year Group	Key outcomes
1	<ul style="list-style-type: none"> - Begin to understand the life cycles of animals and humans, and the changes that occur from babies to adults, including that everybody grows at different rates. - Know that changes are OK, we will have different feelings about them, and they will sometimes happen whether I want them to or not. Learn some ways to cope with changes. - Identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina. - Respect my body and understand which parts are private.
	Key Vocabulary: life cycle, change, growth, baby, adult, difference, penis, testicles, vagina
2	<ul style="list-style-type: none"> - Understand there are some changes that are outside my control, including growing older, and recognise how I have changed since I was a baby and how I feel about this. - Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private. - Understand that there are different types of touch and tell you which ones I like and don't like, and be confident to say what I like and don't like and ask for help.
	Key Vocabulary: life cycle, change, growth, baby, adult, difference, penis, testicles, vagina
<i>Year 2 also have Keeping Safe and Well sessions which cover relationships, feelings, pants and private parts and what to do if you feel like someone is not doing the right thing.</i>	
3	<ul style="list-style-type: none"> - Understand that in animals and humans lots of changes happen between conception and growing up - Understand how babies grow and develop in a mother's uterus and understand what a baby needs to live and grow. - Identify how boys' and girls' bodies change on the outside and inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up. - Recognise how I feel about these changes happening to me and know how to cope with those feelings. - Start to recognise stereotypical ideas I might have about parenting and family roles, express how I feel when my ideas are challenged and be willing to change my ideas sometimes.
	Key Vocabulary: uterus, womb, nutrients, survive, puberty, testicles, sperm, penis, ovaries, egg, vagina, stereotypes
4	<ul style="list-style-type: none"> - Understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm. - Correctly label the internal and external parts of male and female bodies that are necessary for making a baby. - Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. - Know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty.

	Key Vocabulary: egg, sperm, genetic, inherited, penis, vagina, sex/ sexual intercourse, ovaries, fertilise, womb, puberty, menstruation, periods
5	<ul style="list-style-type: none"> - Describe how boys' and girls' bodies change during puberty. - Understand that puberty is a natural process that happens to everybody and that it will be OK for me. - Understand that sexual intercourse can lead to conception and that is usually how babies are usually made. - Identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).
	Key Vocabulary: self-esteem, menstruation, periods, sanitary towels, sanitary pads, tampons, puberty, reproductive system, conception, IVF, ovaries, vagina, womb/uterus, sperm, semen, testicles/ testes, erection, ejaculation, wet dream, larynx, facial hair, growth spurt, hormones
6	<ul style="list-style-type: none"> - Know how to develop my own self-esteem. - Explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally. - Describe how a baby develops from conception through the nine months of pregnancy, and how it is born. - Express how I feel about the transition to secondary school and the growing independence of becoming a teenager and feel confident that I can cope with this.
	Key Vocab: self-esteem, pubic hair, menstruation, semen, erection, tampon, breasts, hormones, wet dream, ovulation, sanitary towel, clitoris, testicles, sperm, penis, vagina, womb, fallopian tube, pregnancy, embryo, foetus, placenta, umbilical cord, labour, contractions, cervix, midwife, fertilises, attraction

Throughout all year groups, themes of uniqueness and change are discussed. We discuss, identify and reflect upon changes that happen in our lives that are both within and outside our control, and help the children come up with strategies to cope with change in their lives.