



# New Haw Community School

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## Sex & Relationship Education Policy

**'SRE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings.'**

Sex Education Forum, 1999

### Introduction

Effective Sex and Relationship Education (SRE) can make a significant contribution to the development of the personal skills needed by pupils to establish and maintain healthy relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

SRE at New Haw reflects the values of the PSHE programme. In addition, SRE promotes self-esteem and emotional health and well-being and helps pupils form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

### Aims

The aim of SRE is to provide children with age-appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health-related behaviour. This should take place with consideration given to the qualities of relationships within families.

The objectives of SRE are:

- To teach pupils about the stages of development of the human body
- To clarify and/or reinforce existing knowledge, to ensure it is accurate
- To raise pupils' self-esteem and confidence, especially with regard to their relationships with others
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities
- To help pupils to feel confident in their ability to successfully participate in society and to value themselves and others
- To help gain access to information and support
- To develop the skills needed to establish a healthy, safe lifestyle
- To develop and use communication and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood

## Curriculum

The Science National Curriculum contains both statutory requirements (from which parents do not have a right to withdraw their child/children) and non-statutory notes and guidance.

Parts of the Science National Curriculum which link to SRE are:

	Statutory	Non-statutory
<b>Year 5</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>Describe the life process of reproduction in some plants and animals</li> <li>Describe the changes as humans develop to old age</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.</li> <li>Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.</li> <li>Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans.</li> </ul>
<b>Year 6</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should be introduced to the idea that characteristics are passed from parents to their offspring.</li> <li>Pupils should learn how to keep their bodies healthy and how their bodies might be damaged.</li> <li>Pupils might explore the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</li> </ul>

SRE at New Haw Community Junior School is embedded within the PSHE curriculum:

<b>Year 5</b>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>understand and respect the similarities and differences between people.</li> <li>learn about the biological differences between male and female children.</li> <li>learn about the physical changes associated with puberty.</li> </ul>
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	<ul style="list-style-type: none"> <li>• learn about the impact of puberty on physical hygiene and strategies for managing this.</li> <li>• learn how babies are made.</li> <li>• learn how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty.</li> <li>• learn strategies to deal with feelings in the context of relationships.</li> </ul>
<b>Year 6</b>	Pupils: <ul style="list-style-type: none"> <li>• learn about the changes that occur during puberty.</li> <li>• learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact.</li> <li>• learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships.</li> <li>• learn about human reproduction in the context of the human life cycle.</li> <li>• learn how a baby is made and grows (conception and pregnancy).</li> <li>• learn about roles and responsibilities of carers and parents.</li> </ul>

### **Delivery**

SRE is delivered through both the Science and PSHE curriculums, taught by classroom teachers and, if appropriate, outside visitors such as specific healthcare professionals.

SRE is usually delivered in mixed gender groups; however, there may be occasions where single gender groups are more appropriate and relevant.

A range of teaching methods, which promote children's full participation, are used to teach SRE. These include use of audio visual presentations, whole class, small group and one to one discussions plus written activities.

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

## **Resources**

Resources to teach SRE include fiction, non-fiction (reference) books, leaflets and extracts from videos, for example:

- Channel 4 Living and Growing video Units 2 & 3 plus worksheets.
- Unit 2 7-9 yrs: Changes / How babies are made / How babies are born
- Unit 3 9-11 yrs: Girl talk / Boy talk  
(Available from 4 Learning, PO Box 400 Wetherby LS23 7LG Tel 08701 246444)

## **Parental Consultation**

The school includes information on SRE in the school prospectus and full details are available on request. Parents are informed when aspects of the SRE programme of study are being taught and provided opportunities to view and discuss the resources being used.

Parents have the right to withdraw their children from those aspects of SRE not included in the Science National Curriculum. However, this rarely happens, as by working in partnership with parents they recognise the importance of this aspect of their child's education.

## **Child Protection /Confidentiality**

Teachers need to be aware that effective SRE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Should such disclosures be made, the staff member will inform the Head Teacher/Designated Child Protection Officer, in line with the Local Authority procedures for child protection and the school's safeguarding policy. A member of staff cannot promise confidentiality if concerns exist.

## **Equal Opportunities**

Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs or disadvantage. It is our intention all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical and emotional development with differentiated provision if required.

**Monitoring and Evaluation**

SRE is monitored and evaluated at least annually by the PSHE subject leader, Headteacher and the designated safeguarding representatives amongst the staff. As a result of this process, changes may be made to the SRE programme as appropriate. The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change if required.

Policy Reviewed:	May 2018
Next Review:	Summer Term 2019
Signature of Chair of Governors:	Signature of Headteacher:

Yours sincerely

*Mrs M Cahill*

**Mrs M Cahill**  
**Executive Headteacher**