



SRE Policy

June 2017

(To be reviewed June 2019)

Sex and Relationships Education

Introduction:

- ❖ At All Saints we believe that it is important that pupils come to an understanding as they grow up of their own bodies, their instincts and their feelings.
- ❖ In line with Christian beliefs children from both happy and unhappy marriages and homes need to understand that the security of family life is the proper context for sexual expression and to grasp the Christian values of acceptance, forgiveness and loving another 'as yourself'.
- ❖ Sex Education at All Saints should be within the context of love, faithfulness and forgiveness.
- ❖ The governors of All Saints have agreed that we should provide sex education as part of a whole school PSED / science/health curriculum.

Aims:

- ❖ Encourage exploration of values and moral issues
- ❖ Consideration of personal relationships and sexuality
- ❖ Foster self esteem, self awareness and sense of moral responsibility
- ❖ Foster respect for and responsibility towards others
- ❖ Respond appropriately and sensitively to pupil questions
- ❖ Help children to make decisions/ have discussions based on accurate information rather than ignorance or misinformation
- ❖ Prepare the children for change as they approach puberty (Y5)
- ❖ Help children to understand the importance of family life – the variety of family life at All Saints will be valued and explored

Parents:

- ❖ A statement regarding provision for sex education is on the VLE.
- ❖ Parents are given the right to withdraw their child from planned sessions in years 5 and 6.

Equal Opportunities:

All pupils will be included in the programme and adaptations will be made as and when are deemed necessary.

Content:

It is important that all content is developmental and appropriate to the age and stage of the children.

In the early years much of the content will run alongside the RE, SCIENCE and SEAL curriculum.

All classes will visit the life caravan annually.

Sequence:KS1

- ❖ People in my life – what they do for me and what I do for them (*what people like do/ don't like about me Y2*)
- ❖ My moods (*jealousy Y2*)
- ❖ Friendships (*people getting on with each other Y2*)
- ❖ Loss and mourning
- ❖ Keeping safe
- ❖ My body and other people's bodies (*changes as we grow Y2*) *Identifying basic parts of the human body (Y1)*
- ❖ Notice that animals, including humans, have offspring which grow into adults.

- ❖ Beginning of life – me plants and animals
- ❖ Growth in people, animals and plants.

Y3/4

- ❖ Feelings – happy, sad, embarrassed, scared
- ❖ Difficult situations – teasing and bullying
- ❖ Keeping healthy, exercise and diet
- ❖ Friendships – how we make and lose friends
- ❖ Lifestyles in class and community – how we feel about differences

Y5/6

- ❖ Decision making and risk taking Feelings about the future Families and how they behave
- ❖ Celebration of birth, marriage and death in different cultures
- ❖ Expressing feelings – being assertive and not bullying
- ❖ Differences and similarities in people
- ❖ discuss the life process of reproduction in some plants and animals (Y5)
- ❖ discuss the changes as humans develop to old age (Y5)

Additional Y6

- ❖ Sexuality what is it and words that describe it
- ❖ messages about health and sexuality from media
- ❖ reference to drugs including alcohol – things that may harm my body
- ❖ adolescence/ body changes Y6
- ❖ how babies are born

NB : Specific sessions relating to the above will be taken either by the teacher, headteacher or the school nurse. Any questions that arise that may be sensitive should be addressed on a 1:1 basis. Other questions will be answered in a frank, open, positive and matter of fact way. Depending on the cohort some issues will be dealt with single sex groups.

Review:

Feedback from staff, pupils, parents and outside agencies will be considered as part of the monitoring cycle.

This policy will be reviewed in 2 years as part of the review cycle.

Revised and circulated June 2017 to be reviewed and updated June 2019