

Promoting Ambition for Change

TEMPLE LEARNING ACADEMY



SRE POLICY - draft

2016 - 2017

Sex and Relationships Education Policy Statement

April 2017 Draft

What is Sex and Relationships Education?

‘Sex and Relationships Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care.’ (Sex & Relationship Education Guidance DfEE 2000)

Social, Moral, Spiritual, Cultural (SMSC) Education at Temple Learning Academy equips pupils with the knowledge and understanding, skills and strategies required to live normal, healthy, safe, productive, capable, responsible and balanced lives. Part of this is the inclusion of the teaching of Sex and Relationships Education.

At Temple Learning Academy, we believe that SRE is an important part of the curriculum in helping to prepare our pupils for adulthood. It is important that children learn about their bodies, reproduction and puberty within the context of emotions, relationships and healthy choices. It lays the foundations for future work on sexual and reproductive health and contributes to the emotional and social development of our children.

What are the aims of SRE?

To provide the children with a safe and caring environment within which learning opportunities help them to respect themselves and others, to move with confidence from childhood through adolescence, developing a secure sense of identity and to function well in the world.

Statutory Guidance

The Guide to the Law for School Governors 2012 outlines the statutory requirements for SRE in primary and secondary schools.

Point 33 - 38 of the guide states that all governing bodies and Head Teachers must decide whether sex and relationship is included in the school’s curriculum and, if so, what it should

consist of and how it should be organised. They must keep written records of decisions and have a written statement of whatever policy they adopt on sex education and make it, along with SRE programmes, available to parents.

Head teachers and Governors are required to take reasonable steps to secure that where sex education is given it is given in such a way as to encourage pupils to have regard to moral considerations and the value of family life. (See DfEE Statutory Guidance on SRE July 2000)

Parents have the right to withdraw their children from all or part of any SRE provided, other than that specified in the National Curriculum for Science (biological aspects of human growth and reproduction). Schools should make alternative arrangements in such cases.

Sex & Relationship Education Guidance DfEE 2000

There are three main elements which form the basis of SRE:

Attitudes and Values

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas; and developing critical thinking as part of decision-making.

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict; and learning how to recognise and avoid exploitation and abuse.

Knowledge and Understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships

- learning about contraception, and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such a delay and
- the avoidance of unplanned pregnancy.

Statutory requirements 2014 National Curriculum for Science

Key Stage 1

Children should learn:

- to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- To notice that animals, including humans, have offspring which grow into adults.

Key Stage 2

Children should learn:

- describe the differences in life cycles of a mammal, an amphibian, an insect and a bird.
- describe the life process of reproduction in some plants and animals.
- describe the changes as humans develop to old age.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

How is SRE provided at Temple Learning Academy?

At Temple Learning Academy SRE is embedded in the SMSC / PSHE programmes of study. The subject is taught sensitively and takes into account the pupils cultural and personal backgrounds. Children of all abilities and backgrounds benefit from the study of SRE. To ensure differentiation, a variety of teaching approaches are encouraged. Planning will be appropriate for the child and facilitate learning at all levels. Resources and materials are adapted to meet the needs of the child/children. All children will have an equal opportunity to develop an understanding of SRE as appropriate to their needs. Children who miss lessons on SRE due to absence will have the opportunity to catch up on another occasion.

Use of Materials

Our children are encouraged from entering Foundation Stage through to Year 6 to show care and respect for themselves and each other. However, governors, staff and parents have agreed that SRE will be taught specifically from Years 2 to 6, with children in Years 4, 5 and 6 using age appropriate materials produced by the Living and Growing Scheme of Work. As children reach puberty, they will know and understand that they change and develop and will have confidence in managing the physical and emotional changes. All materials are embedded within teaching and learning about relationships, with equal focus on the boys and young men as well as girls and young women. Single sex sessions will be planned in where it is felt more appropriate and indicated on the scheme of work.

The onset of menstruation is included in the scheme of work for Y5 and Y6 and is explained to both boys and girls. In addition, the school has sensitive arrangements to help girls cope with menstruation and with requests for sanitary protection.

In Y6 pupils are taught about different types of contraception and how it can be used to prevent unplanned pregnancy. This is sensitively taught in the context of relationships and the need to establish good boundaries.

Who is responsible for providing SRE?

All staff delivering lessons are trained, so that they are aware that any personal beliefs will not influence the teaching of SRE. Teachers are expected to work within an agreed values framework and are fully aware of the school's SRE Policy; that the schemes of work are adhered to and sensitive issues are addressed carefully. Ground rules are established to create a safe environment. Consequently, our pupils receive their SRE in the wider context of relationships, so that they are prepared for the opportunities, responsibilities and experiences of adult life.

How is SRE monitored and evaluated?

At the end of each unit the staff delivering the sessions completes an evaluation sheet, detailing aspects covered and attainment of the children against specific criteria. This information is then passed onto the PSHE subject leader who evaluates the effectiveness of the schemes of work and addresses any issues.

Parental/Carer Involvement and the Right to Withdraw

At Temple Learning Academy, we recognise the importance of parents as the key people in teaching their children about sex, relationships and growing up. The school aims to always work in partnership with parents, consulting them regularly on the content of the policy and schemes of work. In Years 5 and 6 parents will be informed that SRE lessons will be taking place with their children and the aspects that will be covered are explained. An opportunity is given, for any parents who wish, to talk about the lessons and view materials with the class teacher. It is made clear to parents that they may withdraw their child from those aspects of the SRE sessions which are not part of the national curriculum if they so wish. However, if a parent feels this way, they are encouraged to speak to the class teacher first about any concerns they may have. Teachers will collect consent forms with parents' signatures for these sessions.

Child Protection and Confidentiality

Parents and carers should be aware that effective SRE, which brings an understanding of what is and is not acceptable in a relationship, can lead to a child disclosing personal information.

If a member of staff suspects that a child is the victim of abuse or they have reason to believe that he/she is at risk of abuse, they will follow the procedures detailed in our school's Child Protection Policy i.e. they will report their concerns to the person responsible for child protection.

How often is the sex and relationship statement and programme reviewed?

The programme of study for SRE is reviewed annually by the PSHE subject leader and takes into account recent monitoring and evaluation. This policy is also reviewed annually in the Summer Term by the Governors and Head teacher. Parents, teachers and pupils are always invited to be involved in developing and reviewing the policy, in line with current legislation.

Session	Learning Intention	Lesson Resources	Key Vocabulary	Resources – all resources from the Living and Growing Pack.
1 Y5	<p>Growing Up - How do I feel? Part 1</p> <p>To know and understand the features of emotional development during puberty.</p> <p>To manage emotions confidently and sensitively.</p>	<p>Introduce the topics to be taught this term i.e. growing up; the related changes and their associated feelings.</p> <p>Establish ground rules with the children specifically for dealing with issues to be raised as they may be of a highly sensitive nature. Make a sign for the rules and ensure they are agreed to by all pupils involved. These ground rules will need to be referred to at the beginning of each of the sessions that follow.</p> <p>This may also be an ideal time to introduce a 'Question Box' or other similar device through which pupils may ask questions anonymously.</p> <p>Examine a group of children all of the same age. A group from the class may be used as an example or an anonymous group in the form of a picture could be accessed. Like any group of people they are all different in some ways and similar in others. Discuss in small mixed gender groups the differences between the children depicted in terms of their growth and development. Within their groups or with a partner, the children may discuss how they feel about their differences. Consider how they may continue to change as they grow up further. Discuss the emotional changes they may go through as they get older. This may be a good time to introduce and define puberty with the children in terms of changes they will experience.</p> <p>Discuss the importance of having good friends to talk to about your feelings as you go through puberty. Introduce the 'Find someone who...' game and ask pupils to find someone in the class who can do things classed as friendly behaviour e.g. keep a secret, give compliments, cheer me up when I feel sad, listen well etc. When you have found someone who can fulfil one</p>	<p>Changes</p> <p>Differences</p> <p>Similarities</p> <p>Emotions</p> <p>Puberty</p> <p>Friends</p> <p>Feelings</p>	<p>Unit 3 p. 26</p>

		<p>of the criteria listed they should write their name in the box. You do not necessarily have to feed this back but pupils may like to give a few examples.</p> <p>Unit 3 Resource Book Pg. 26 to describe what makes a good friend - Finish a number of speech bubbles stating "A good friend is someone who...." Consider how many different ways the sentence may be completed to emphasise the large number of behaviours a good friend may demonstrate.</p>		
2 Y5	<p>Growing Up - How do I feel? Part 2 To know and understand the features of emotional development during puberty. To manage emotions confidently and sensitively. To identify and challenge gender stereotypes.</p>	<p>Before Viewing As a class brainstorm words that the children associate with feelings and show children pictures of children in different situations e.g. someone who has received an award, someone being picked on. Discuss how the character is feeling and why. Record these in two circles labelled negative and positive. In pairs complete, find a feeling unit 2 p.14. Then read through the clouds of feelings on unit 2. P.27 'bring me sunshine' ask them to give examples of situations where they have personally experienced these feelings. Complete sheet.</p> <p>Move on to exploring the children's own perceptions of the expectations that we have of boys and girls and to challenge stereotypes. Give each child a copy of the activity sheet and without any discussion, tell them to look at each statement carefully and to draw a line to who it applies. Working with a partner do they agree or disagree. As a whole class discuss whether any of the statements can be differentiated by gender.</p> <p>Share pair 3 changes that have already happened in your life and 3 things you would like to happen in your future.</p>	<p>Stereotype Changes Feelings Negative Positive</p>	<p>Unit 2 p14'Find a feeling' Unit 2 p.27 ' Bring me Sunshine</p>

3	<p>Growing Up - How am I changing? To know and understand features of physical and emotional development during puberty. To manage emotions confidently and sensitively.</p>	<p>Before Viewing As a class, talk about how the children have changed since they were small. As well as the more obvious changes, like being taller or being able to walk, talk about the activities they enjoyed when they were small and what they enjoy now. Record their suggestions on a large sheet of paper.</p> <p>Ask them what changes they expect to take place as they grow older. Include physical changes but also talk about other things. Talk about which changes they feel they have some control over and which they have no control over.</p> <p>Tell the children that the programme they are going to watch is about the physical changes that occur as they grow from children to adults. Ask them if they know the word that we use to describe the time in our lives when this occurs.</p> <p><i>Watch programme 4 – changes</i></p> <p>After Viewing</p> <p>Unit 2 p.12 encourages the children to reflect upon the physical changes that occur during puberty. It will enable them to recognise those changes that boys and girls have in common as well as those that are peculiar to their own sex. Discuss how these changes make them feel.</p> <p>In pairs complete the unit 2 p. 15 ‘sort the changes’ Ask the children to explain what each change entails.</p> <p>Play quiz on the DVD</p>	<p>Changes Puberty Clitoris Egg Ovaries Penis Period Puberty Menstruation Scrotum Sexual relationship Sperm Testicles vagina</p>	<p>Unit 2 p12 ‘How do we change?’ Unit 2 p 15 ‘sort the changes’</p>
4 Y5	<p>Growing Up - Keeping Clean To know and understand features of physical and emotional development during puberty. To manage emotions confidently and sensitively.</p>	<p>The purpose of this activity sheet is reminded children that as they pass through puberty good hygiene is very important for their health and self-esteem. What do the children know about how to keep clean. Do they know why it is more important to</p>	<p>bacteria, sweat, spots, greasy, periods, washing, brushing. sebum</p>	<p>Unit 3 p.16 clean up</p>

	To know parts of the human body associated with reproduction.	<p>keep clean now that they are getting older? Focus on the need to : Keep their feet clean, keep their teeth clean, wash hair regularly to prevent it becoming greasy, wash their face, neck and shoulders to prevent sebum, the skin's natural oil, blocking pores and causing spots; under their arms where there are sweat glands and suggest a deodorant; wash the pubic area. Discuss the merits of all over washing, taking a bath or having a shower every day and the importance of changing underwear regularly. Ask the children how they feel about themselves when they have showered and put on clean clothes.</p> <p>Activity</p> <p>In pairs - Book 3 Pg 16 'Clean Up' - On the naked boy and girl body shapes provided, mark with an X the parts of the body that need particularly careful washing. Using the key words in the box provided pupils should go on to explain why is it important to clean certain parts of our bodies more often once we reach puberty?</p>		
5 Y5	<p>Growing Up - How am I changing? Boy Talk</p> <p>To know and understand features of physical and emotional development during puberty. To manage emotions confidently and sensitively. To know parts of the human body associated with reproduction.</p>	<p>Before Viewing</p> <p>Use Split gender groups</p> <p>Discuss any changes that happen to boys as they grow older for example growing hair on their face and changing; growing pubic hair, voice getting lower.</p> <p>Check out the changes boys unit 3 p. 24</p>	<p>Pubic hair Penis</p>	Unit 3 p.24
6 Y5	<p>Growing Up - How am I changing? Girl Talk</p> <p>To know and understand features of physical and emotional development during puberty. To know parts of the human body associated with reproduction. To describe the menstrual cycle.</p>	<p>Before Viewing</p> <p>Use split gender groups</p> <p>As a whole class, ask the children to explain what they already know about periods. Explain that: some girls start their periods at 9 , others not until they are much older, even 17 years. The average age is 13; Periods last between 2 and 7 days depending on the person. Children to move their name cards onto yes or no answer options. Encourage honesty by explaining it is important to know how much follow up work is required. Take a photo of the results.</p>	<p>exercise, shower, average, thirteen, tampon, sanitary towel, monthly, menstruation, periods, heavy, blood, light, vagina, womb, hormone, period , puberty.</p>	<p>DVD Unit 2 p 18 sheet ' Periods what do you know? Unit 3 p.12 'check out the changes girls'</p>

		<p>Watch programme 7 - Girl Talk</p> <p>After Viewing Unit 2 Resource Book Pg. 18 -- in pairs, help one another to answer the questions posed by characters in the book who are nervous. Carry out a discussion and Q&A session about female body / puberty issues. Look at sanitary products and discuss their use.</p> <p>Check out the changes girls unit 3 p. 12</p>		
7 Y5	<p>Growing Up - What have we learned about Growing and Changing? To know and understand the main features of physical and emotional development during puberty.</p>	<p>REVIEW Revisit the ground rules previously devised and agreed by the pupils. Ask the children to think about what they have learned from the last half term's unit of work. Make a concept map of their main ideas and encourage the pupils to link them together.</p> <p>ACTIVITY Ask the children to make a leaflet designed for an 'alien' which shows them what happens to humans when they reach puberty. Less able pupils should explain the changes that occur to an 'alien' of their own gender whilst more able pupils could explain the changes that occur to both genders. Share some good examples of their work and give out a summary 'quiz' as an assessment activity, either individually or in teams, dependent upon the nature of the class</p>		

Session	Learning Intention	Lesson Resources	Key Vocabulary	Resources – All resources are from the Living and Growing Pack
1 Y6	<p>How Babies are Made</p> <p>To explain how babies are made.</p> <p>To explore the idea of relationships, including friendships, parent-child and family relationships and adult sexual relationships.</p>	<p>Before Viewing</p> <p>Ask the children what they think a cycle is and then extend to discuss the meaning of a life cycle. Discuss those for a frog, butterfly etc. Explain that without a life cycle a species wouldn't survive. What do the children know about the human life cycle? Tell them that one day they may have children of their own to continue the human life cycle. Complete Activity Sheet 9 Unit 2.</p> <p>Watch programme 5 – please note this contains animation of sexual organs.</p> <p>After Viewing</p> <p>Review the children's understanding of the process by which an egg is fertilised by a sperm and then develops into an embryo. Play the fertilisation game activity 10 unit</p> <p>Question Box</p>	Caring, conception, egg, fertilisation, friend, honesty, love, making love, sexual relationship, sperm, trust, womb, contraception	DVD Unit 2 activity sheet 9
2 Y6	<p>How Babies are Born</p> <p>To explain how a baby develops in the womb during pregnancy and how babies are born.</p> <p>To consider the needs of babies before and after birth</p> <p>To enable children to reflect on roles and relationships in the family.</p>	<p>Before Viewing</p> <p>Ask the children if they know any members of their own family or friends who are expecting a baby? Do they know the word we use if a woman is expecting a baby? Talk about all the jobs that parents do around the house. Compile a list of his and hers. Discuss whether the roles are exclusive to men and women. Talk about why it is important to share roles during pregnancy. How could the children help their parents more?</p> <p>Talk about how the children think a baby growing inside its mothers tummy gets its nourishment, and ask them what they already know about how babies are born. Tell them that the programme will explain</p>	Fertilisation, foetus, labour, oxygen, pregnancy, pregnant, ultrasound, umbilical cord, womb.	DVD Unit 2 Activity Sheet 20 Unit 2 Activity Sheet 22

		<p>how a baby develops from fertilisation right up to its birth.</p> <p><i>Watch Programme 6 – please note this programme contains footage of a live birth.</i></p> <p>After Viewing Ask the children how the baby receives nourishment whilst in the womb. Talk about how the womb provides warmth, protection for the growing baby and how oxygen and food pass from the mother through the blood supply of the umbilical cord. What should a mother do to ensure her baby is healthy? E.g. exercise, eat healthily, not smoke or drink. Complete activity sheet 20 unit 2 Discuss how fast a baby grows in the womb and complete activity sheet 22 unit 2.</p> <p>Question Box</p>		
3 Y6	<p>Girl Talk To consider the physical and emotional changes that take place as boys go through puberty. To address the concerns and worries of young men. To make boys more aware of the changes that occurs as girls become women.</p>	<p>Before Viewing Work in single sex groups: Explain that this session and the next session will focus on boys and girls going through puberty. Ask the group to reflect on what they were like when they started school. Ask them about physical changes, changes with relationships with parents. Find out what they already know about changes ahead as girls become women. Talk about which changes they have control over and which they don't.</p> <p><i>Watch programme 7</i></p> <p>After Viewing Work in single sex groups: talk about menstruation. Girls will need a session on the practical aspects of dealing with periods. Girls can complete p. 14 Unit 3 Everything you need to know about periods.</p> <p>In groups ask the children to work in small groups to create collages of images of women taken from newspapers and magazines. Are the images real or idealised? Do they put pressure on girls to appear or behave certain ways? This could lead to a discussion about sexual stereotyping.</p>	Crush, Hormone, menstruation, period, puberty, sexual attraction.	DVD Unit 3 p.14 sheet Unit 3 p.15 sheet

		Agony Aunt Questions, cut up and discuss. P. 15 Unit 3 Question Box		
4 Y6	Boy Talk To consider the physical and emotional changes that take place as boys go through puberty. To address the concerns and worries of young men. To make girls more aware of the changes that occur as boys become men.	Before Viewing Working in single sex groups: Explain it is just as important for girls to know what happens to boys as well as visa versa. Remind the class of changes they have already gone through. What changes will happen to them in the future? Explain people go through puberty at different ages and boys are generally two years after girls. Nothing wrong with being the last. <i>Watch Programme 8 – see program outline notes but please note this programme includes information on erections, wet dreams and masturbation. There is an animated sequence showing ejaculation.</i> After Viewing Working in single sex groups: Ask the children to work in small groups to create collages of images of men taken from newspapers and magazines. Are the images real or idealised? Do they put pressure on boys to appear or behave certain ways? Bring the groups together: Do the collages of women show them in roles that are different to those of men? Are different things expected of them? Class Quiz p.31 Unit 3 about boys puberty. Question Box	Girlfriend, masturbation, puberty, relationship, shaving, spots, wet dream	DVD Unit 3 p. 31 Newspapers Magazines
5 Y6	Let's Talk About Sex To consider how sex is presented in the media. To consider sexual stereotyping. To reassure pupils that their changing emotions are a normal aspect of puberty.	Before Viewing Discuss the term 'relationship' and give examples of different types of relationships. Discuss what 'going out' actually means. Worksheet p.36 Soaps. <i>Watch Programme 9 – see program outline notes.</i> After Viewing Boys and girls to work separately the question	Condom, gay, gender, lesbian, media, relationships, stereotype.	DVD Unit 3 p.36 soaps Unit 3 p.26 Children to bring in posters of famous people

		<p>' Are there times when we try to appear more knowledge and experienced than we really are?' Then come together to discuss.</p> <p>Ask children to bring in posters of famous people they like. Discuss the qualities that attract us to some people and not others. What qualities will they look for in a boyfriend / girlfriend? Are there things they can do to make them more attractive to other people? Discuss the importance of friends and how they should be valued and not forgotten even if we are going out with someone. Complete the sheet 'A friend indeed' p.26 Unit 3</p> <p>Question Box</p>		
6 Y6	<p>Let's Talk Safe Sex</p> <p>To understand that sexual relationships should be special.</p> <p>To understand how contraception can be used to prevent pregnancy.</p>	<p>As a class discuss how a couple who love each other and are having sex can prevent pregnancy from occurring. Discuss with the children how a baby can be prevented using contraception. Do they know what contraception is? Provide the children with factual information about the different types of contraception available and that it is the responsibility of both men and women.</p> <p>Remind children that sexual intercourse should only take place as part of a committed and caring relationship and 'one night' stands are more likely to lead to pregnancy or sexually transmitted diseases.</p> <p>Have samples of the different types of contraception and leaflets available. If possible invite the school nurse.</p> <p>Give each child a copy of activity sheet 23 unit 3 to complete using the information they have gain.</p> <p>Question Box</p>	<p>Sexual intercourse</p> <p>Sexually transmitted diseases</p> <p>Condom</p> <p>Pill</p>	<p>Leaflets about types of contraction.</p> <p>Unit 3 sheet 23.</p>