



**Troon Community Primary School.**  
**Policy and guidance for Sex and Relationships**  
**Education.(SRE)**

**Updated March 2016**  
**Review date March 2018**

**Signed:**  
**Signed:**

**Chair of Governors**  
**Headteacher**

**This policy was written by the Headteacher in consultation with governors, teachers, teaching assistants, parents and school nurse.**

We believe at Troon School that Sex and Relationships Education (SRE) is the right and responsibility of the parent. The school provides sex and relationship education to support parents in fulfilling their responsibility. If parents are not happy with the school provision with regard to sex and relationships education they have a right to withdraw their child from those aspects of SRE not covered by the National Curriculum for Science.

### **Rationale.**

SRE is life long learning about physical, moral and emotional development. It begins in the Nursery in how we socialise and work together as a special team that supports and encourages each other and continues throughout children's time in Troon. It is about the importance of partnerships and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity, this would be inappropriate teaching.

### **Aims**

Based on the above rationale the aims of SRE in Troon School are:

- To enable our pupils to better understand the nature of human relationships
- To enable pupils to see the importance of stable loving relationships.
- To understand the role and responsibilities of themselves as future parents.
- To prepare pupils for the changes to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.

At Troon Community Primary School SRE has three main elements all of which are important for a balanced SRE programme.

### **Attitudes and values**

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life and stable loving relationships for the nurture of children.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas
- 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
- Learning how to recognise and avoid exploitation and abuse.
- Developing the child's ability to discuss openly their emotions and give them the vocabulary to explain their bodies' development.

### **Knowledge and understanding**

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, reproduction, sexual health, emotions and relationships
- Learning the reasons for delaying sexual activity and the benefits to be gained from such a delay, including the unplanned pregnancy.

### **Moral dimension**

The school recognises that it is a moral body in its own right. As part of the whole curriculum the school seeks to explore issues of right and wrong. While the school acknowledges different life style choices it promotes a view that stable loving relationships are the best context for sexual relationships and the bringing up of children.

### **Planning Content of the schools SRE programme**

The content of the schools programme is based on the Science National Curriculum and the non statutory guidance for PSHE contained in the National Curriculum.

At primary school level SRE should contribute to the foundation of PSHE by ensuring that all children

- Develop confidence in talking, listening and thinking about feelings and relationships.
- Are able to name parts of the body and describe how their bodies work
- Can protect themselves and ask for support and help
- Are prepared for puberty.

The school recognises that SRE must be taught at both key stages and not left until year 6.

The scheme of work contains statements about expectations for the end of key stages 1 and 2.

(see appendix)

### **Staff**

All teachers are responsible for teaching about relationships through modelling good relationships and work on the PSHE curriculum. Much of the work in school is based on good working relationships and in this regard SRE is supported by the schools behaviour management policy. It is also the responsibility of the whole staff to deliver the Science National Curriculum according to the school scheme of work.

The PSHE and Healthy Schools co-ordinator (Miss Johns) and the science coordinator (Mr Richards) are responsible for the overall coordination and monitoring of SRE within the school's curriculum.

Training will be provided to any member of staff where specific sex education occurs which is outside or beyond the National Curriculum Science in order to deliver this part of the schools basic curriculum.

### **Visitors**

Where possible Troon School liaises with outside agencies to support work in SRE. We have regular contact with the Health Services and the School Nurse. All visitors are made aware of the schools policy on SRE and PSHE through discussion with staff and by making the policy available where necessary.

### **Teaching and resourcing.**

In order to meet the schools aims for SRE staff plan work with a cross curricular approach. The school has a range of resources that support the children's work. Many of the topics identified will

be addressed through planned circle time and taught using discussion, drama, role play, use of videos and other resources. Parents are welcome to view these materials and may borrow them from school to support their children at home.

### **Monitoring and evaluating SRE**

The PSHE and science coordinators ensure that SRE occurs in the school's curriculum according to the schemes of work for science and PSHE as well as:

- a) Monitor the use of teaching and learning styles
- b) Monitor the use of teaching materials
- c) Evaluate the effectiveness of the schools programmes

### **Dealing with sensitive issues**

Teachers need to be sure they are aware of issues that may arise out of teaching and learning about SRE. The following are protocols for discussions based lessons with pupils

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced or coerced into taking part in a discussion.
- Staff will use the correct name for body parts whilst being sensitive to the pupils' acquisition of the correct vocabulary.
- Meanings of words will be explained in a sensible and factual way
- Teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent.

Where a member of staff is concerned about a child protection issue during lessons or discussions it is his/ her responsibility to follow the schools policy in this matter to the letter.

### **Parental right to withdrawal from SRE**

As stated above parents have the right to withdraw their children from SRE that falls outside the Science National Curriculum. (See appendix 1 for statutory requirements in science) They should do so in writing to the Head teacher. When the Head teacher receives such a letter she will invite the parents to a meeting at which the Head teacher will explain clearly what the schools policy is and seek to accommodate the wishes and or concerns of the parents. If that is not possible the pupil will be withdrawn from SRE and placed in another class where suitable work and supervision will be provided. A copy of this policy will be made available to all parents on the school website or a paper copy if requested.

Children in year 6 view a video that illustrates some of the changes that their bodies go through. Parents are offered the chance to view this video and see other related resources in school with a member of staff present or privately if requested.

### **Health and Safety**

It is recognised by school that personal safety, health and hygiene are important issues within SRE and the importance of them is taught. We also work alongside and consult with the School Nurse and other visitors. Any access to information stored on databases and the Internet is monitored by staff. Filtering systems are employed on all computers to restrict access to information and images that are unsuitable for children's use

### **Policy review**

This policy will be reviewed every two years.

### **Appendices**

1. Statutory Expectations for the end of Key Stage 1 and 2.
2. DFES Leaflet for Parents
3. Health Promotion Leaflets for Children
4. Information for governors

## **Resource List**

- Video - Growing Up - A Guide to Puberty (Bounty Uniview Worldwide)
- Teaching SRE with confidence in Primary Schools (The Christopher Winter Project)
- All About Us - Living and Growing (Channel 4 Learning)
- Sex and Relationship Education - BBC Active
- Checkout the Bare Facts and all the Hairy Bits - Leaflets for girls and boys produced by Health Promotion Service.
- Examples of sanitary products - Lil-lets
  
- DFE SRE Leaflet for Parents
  
- School Governors and SRE (National Children's Bureau)

## **Appendix 1**

### **Statutory requirements in science for the end of KS1**

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

### **Statutory requirements in science for the end of KS2**

Pupils should be taught to:

- describe the life process of reproduction in some plants and animals.