



School Context

Herrick Primary School is a multicultural primary school in the City of Leicester serving the Rushey Mead area. We currently have 424 children on roll, aged from 2 ½ to 11 years. This is made up of 215 boys and 209 girls. The school community comprises 59% Hindu, 19% Muslim, 11% Sikh, 6% Christian, 1 % Buddhist, 2% Other Religion and 1% have no religion. For the ethnic mix of the school see the Race Equality Policy.

Policy Development and Consultation process

The policy was developed through consultation with the School Nurse, Senior Leaders and School Governors.

What is sex and relationships education? (Department for Education SRE Guidance, 2010)

Sex and relationships education (SRE) is learning about our bodies, health and relationships; with a particular focus on puberty and growing up, sexual health, sexual intimacy, dealing with emotions and managing personal relationships.

SRE is taught gradually, so that learning can be built up year-by-year in a way that is appropriate to the age and maturity of each child; responds to the needs they have, and enable them to successfully manage the challenges they face as they grow up.

SRE teaches children and young people to develop values, attitudes, and learn personal and social skills, and increase their knowledge and understanding to enable them to make informed decisions and healthier life choices.

SRE makes an essential and significant contribution to safeguarding children and young people during their school-age years and into the future. SRE should enable young people to develop skills and confidence to access professional advice and appropriate health services. It enables children to understand their physical and emotional development and enable young people to take increasing responsibility for their own health and wellbeing and that of others.

Aims of the programme

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 health related behaviour. This should take place with consideration of the qualities of relationships with families.

- Develop confidence and make the most of their abilities
- Prepare to play an active role as citizens
- Develop a health, safer lifestyle
- Develop good relationships and respect differences between people

- Develop the confidence and ability to resist abuse and unwanted sexual experience
- Prepare children and young people for adult life in a culturally and ethnically diverse society

Objectives of the programme

- To respond to children's SRE needs
- To respond to the reality of children's lives
- To make a positive contribution to children's personal, social and moral development
- To provide supportive opportunities for children to develop the skills that they need to keep themselves physically and emotionally safe and to develop fulfilling relationships
- To provide children and young people with accurate, unbiased information about sex and relationships
- To provide children and young people with a safe environment in which they can explore their attitudes and values around sex and relationships
- To help children and young people develop a positive sexual identity
- To help children and young people to develop self respect, and respect and care for others
- To increase children's self-esteem and confidence in their relationships with others
- To work in partnership with parents
- To meet and work within the legal requirements for SRE
- To implement good practice in SRE
- To respect and care for their bodies and be prepared for puberty and adulthood

Values Framework

We value ourselves as unique human beings capable of spiritual, moral, intellectual and physical growth and development. We value relationships as fundamental to the development and fulfilment of ourselves and others, and to the good of the community. We support the institution of marriage and also recognise that the love and commitment required for a secure and happy childhood can also be found in families of different kinds. We respect religious and cultural diversity within our community.

Curriculum programme

Herrick primary school teaches the following curriculum – parents do not have a legal right to withdraw their child from any of the lessons. We follow the Foundation stage profile, the National Curriculum Programme of Study for Science and the SEAL project pack in PSHEC.

Key Stage One

Pupils are 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.

To understand animals and humans - Milestones

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

Key Stage Two - Years 3 & 4

Pupils are taught to:

- describe the simple functions of the basic parts of the digestive system in humans.
- identify the different types of teeth in humans and their simple functions.
- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.

To understand animals and humans - Milestones

- Identify that humans and some animals have skeletons and muscles for support, protection and movement.
- Describe the simple functions of the basic parts of the digestive system in humans.
- Identify the different types of teeth in humans and their simple functions.
- Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat.
- Identify that humans and some animals have skeletons and muscles for support, protection and movement.

Key Stage Two - Years 5 & 6

Pupils are taught to:

- describe the changes as humans develop to old age.
- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans.

Year 5 - To understand animals and humans

- Describe the changes as humans develop to old age.
- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.

Year 6 Milestones - To understand animals and humans

- Describe the changes as humans develop to old age.

- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

To understand evolution and inheritance

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

PHSCE & Citizenship Overview

	Years 1-6 SEAL activities		
Term 1	New Beginnings	Getting On/Falling Out	Bullying
Term 2	Going for Goals	Good to be me	Relationships
Term 3	Changes		

In addition:

	Term 1	Term 2	Term 3
Year 3	Class rules and responsibilities All about me Loss and bereavement Fair Trade-linked to history (Chocolate)	Emotions	What to do in an emergency-E Safety
Year 4	Class rules and responsibilities All about me Loss and bereavement		Keep track of my money
Year 5	Class rules and responsibilities All about me Loss and bereavement The Island –Armin Greder Loss and bereavement	Animal Farm Unit Trading Places unit People who help us	What's in the news? Manipulative media Rules & Laws Children's rights and human rights (link to Fashion & sweatshops)
Year 6	Class rules and responsibilities All about me Loss and bereavement Social Justice	If the world was a village.	Year 6 : Agony Aunt letters Sex Education - Poetry –Moving on & changes Environmental awareness

A specific unit, taught in Year 6 and supported by the school nurse, focuses on puberty, menstruation and how babies are created.

Year 6 children visit the Warning Zone and attend talks by the local Police on eSafety.

The teachers responsible for co-ordinating SRE are the Assistant head, Science Coordinator and the PSHEC Coordinator.

The Head teacher must ensure that the Science Coordinator and the PSHEC Coordinator are working in accordance to the post-holders' job descriptions. The Science/PSHEC leader, along with the Head Teacher must ensure that the policy is being used by all staff and remains up to date. The Assistant Head who works alongside the Headteacher, has the responsibility for progression and co-ordination of teaching SRE. The class teacher will work in accordance with the Science/SRE/PSHEC policies at all times.

Inclusion

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. Teachers provide learning opportunities for all the pupils within the school environment and provide materials appropriate to pupils' interests and abilities. This ensures that all pupils have a full access to the National Curriculum. We use the guidance given in the National Curriculum document to support inclusion.

The organisation of Sex and Relationship Education

Miss S Kaur is the designated teacher with responsibility for coordinating sex and relationship education.

Sex and Relationship education is delivered through Science and PSHCE activities. In Year 6, sex and relationship education is taught by classroom teachers. Girls and boys are shown the Puberty and Conception video separately. They have the opportunity to ask questions which are answered by class teachers after a discussion with the school nurse.

Specific Issues

- **Parental consultation**

The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to view the videos and/or request the content in writing.

Parents have the right to withdraw their children from those aspects of sex and relationship education, not included in the National Curriculum Science Orders, alternative work would be set.

The school includes information on sex education in the school prospectus and full details are available on request.

- **Child Protection / Confidentiality**

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the Head Teacher /Designated Child Protection person in line with the LEA procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist.

- **Links with other policies**

This policy is linked with the following policies:

PSHE & Citizenship

Equal Opportunities

Safeguarding

Confidentiality

Behaviour

Anti-Bullying

These policies are available to staff in school and to parents/carers on our Website.

Dealing with difficult questions

Children in Year 6 have the opportunity to raise questions after viewing the Conception video. This can be done through the Be Safe, Be Happy, Be Me classroom box. Their questions are then passed on to the school nurse.

Children with Special Needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

Monitoring and Evaluation

- Monitoring is the responsibility of the head teacher, named governor and teacher with responsibility for sex and relationship education.
- The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents.
- The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change if required.

SRE issues will be included in the induction programme for all new members of staff.

Review June 2018