



Dry Sandford Primary School- Leading Lifelong Learning; Creating Caring Communities

SRE Sex/ Relationships and PSHE Personal Social and Health Education Policy

Name of school: Dry Sandford Primary School

Date of policy: April 2024

Member of staff responsible: Katie Friday, Anne Platt

Member of Governing Body with designated responsibility: Rose Dennie

Review Date: (every two years or at times of change) April 2026

The Policy Statement: Definition of SRE

Definition:

It is the lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage and family, stable and loving relationships, respect, love and care. It is also about teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity- this would be inappropriate teaching (DfE Guidance 0116/2000)

<https://www.gov.uk/government/publications/sex-and-relationship-education>

Legal Requirements:

Dry Sandford School will ensure:

- That the governing body of the school keeps an up to date SRE Policy that describes content and the organisation of SRE provided outside the national curriculum and this will be reviewed and signed by the named governor.
- Parents/Carers have the right to withdraw their children from SRE lessons.

Other related Policies and Documents

The RSE Policy will be linked to the following policies:

- Confidentiality Policy
- PSHE Policy
- Safeguarding Children Policy
- SEND Policy
- Anti-bullying Policy
- E-safety Policy

- Behaviour for Learning Policy (Restorative Practices, Family Links and Zones of Regulation)

The Process of Policy Development and Consultation

The development of this policy has included consultation with:

- Governors, staff and parents.
- Local support agencies including school nurse.

The SRE programme aims

Dry Sandford Primary School aims to provide young people with:

We aim to develop in our pupils an understanding of the physical, biological, emotional, social, spiritual, legal and moral aspects of sex and sexuality. We teach SRE within the wider context of building self-esteem, emotional well-being, relationships and healthy lives beginning in the early years through to year 6. This prepares our pupils for the opportunities, responsibilities and experiences of adult life.

Exemplar KS1 and 2 learning outcomes – these are all in relation to pupil maturity and age- have three main elements (taken from DFE Guidance):

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;
- Development of babies during the nine months of pregnancy.

Moral and values Framework

At **Dry Sandford Primary School** SRE is underpinned by the ethos and values of our school and we uphold it as an entitlement for all our pupils. We recognise the need to work as a whole school community to ensure and shared understanding of SRE and the values underpinning it and to deliver an effective programme that meets the needs of our pupils.

Our school teaches SRE within the following moral and values framework based on the following principles:

Restorative ethos and practices including with our main overarching values at the heart of everything- **Kindness, Determination, Creativity and Respect.**

Our core values can be separated out into the following points to feed into our SRE and PSHE teaching and learning:

- Self-respect
- Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality.
- An awareness of the way others feel.
- Mutual support and co-operation.
- Honesty and openness.
- The acceptance of the responsibility for and the consequence of personal **actions.**
- The right of people to hold their own views within the boundaries of respect for the rights of others.
- The right not to be abused by or taken advantage of by other people.
- The right to accurate information about relationships.
- The value of stable loving relationships.

Content of the SRE Programme

Dry Sandford Primary School delivers SRE through:

- Jigsaw PSHE delivered by teachers, Headteacher and HLTA.
- Assemblies and Circle Times delivered by all teachers

- Quality assured external agencies/ visitors, who are used to enhance the PSE and SRE programme.
- Activities linked with Restorative Approaches.
- Individual and group sessions to do with friendships, settling into school and relationships.

Dry Sandford Primary School teaches SRE through:

- A wide range of teaching methods will be used to enable students to actively participate in their own learning.
- Using a variety of active learning methods: quizzes, case studies, research, role play, books including stories, video and small group discussion.

Dry Sandford Primary School ensures SRE CPD through:

- Guidance and training from the Local Authority.
- Annual attendance of Anti-bullying conference.
- Behaviour policies and restorative practices revisited on whole school training days including training from outside agencies such as Mulberry Bush, Family Links, Zones of Regulation. Support available from Communication and Interaction Team SEND team and OXSIT

The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece - by using The Jigsaw Charter. (Ideally, teachers and children will devise their own Jigsaw Charter at the beginning of the year so that they have ownership of it.) It needs to include the aspects below:

The Jigsaw Charter

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

TOPIC 1 IS 'BEING ME IN MY WORLD'

This focuses on personalised learning about themselves, the school community, families and the wider world including global learning.

Other topics are outlined on the next pages...

	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 1	<p>I can tell you some ways I am different from my friends</p> <p>I understand these differences make us all special and unique</p>	<p>I can tell you how I felt when I succeeded in a new challenge and how I celebrated it</p> <p>I know how to store the feelings of success in my internal treasure chest</p>	<p>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy</p> <p>I can recognise how being healthy helps me to feel happy</p>	<p>I can tell you why I appreciate someone who is special to me and express how I feel about them</p>	<p>I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina</p> <p>I respect my body and understand which parts are private</p>
Year 2	<p>I can identify some ways in which my friend is different from me</p> <p>I can tell you why I value this difference about him/her</p>	<p>I can explain some of the ways I worked cooperatively in my group to create the end product</p> <p>I can express how it felt to be working as part of this group</p>	<p>I can make some healthy snacks and explain why they are good for my body</p> <p>I can express how it feels to share healthy food with my friends</p>	<p>I can identify some of the things that cause conflict between me and my friends</p> <p>I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends</p>	<p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private</p> <p>I can tell you what I like/don't like about being a boy/ girl</p>
Year 3	<p>I can tell you about a time when my words affected someone's feelings and what the consequences were</p> <p>I can give and receive compliments and know how this feels</p>	<p>I can evaluate my own learning process and identify how it can be better next time</p> <p>I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest</p>	<p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help</p> <p>I can express how being anxious or scared feels</p>	<p>I can explain how some of the actions and work of people around the world help and influence my life and can show an awareness of how this could affect my choices</p>	<p>I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up</p> <p>I recognise how I feel about these changes happening to me and know how to cope with these feelings</p>

	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 4	<p>I can tell you a time when my first impression of someone changed as I got to know them</p> <p>I can explain why it is good to accept people for who they are</p>	<p>I know how to make a new plan and set new goals even if I have been disappointed</p> <p>I know what it means to be resilient and to have a positive attitude</p>	<p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to</p> <p>I can identify feelings of anxiety and fear associated with peer pressure</p>	<p>I can explain different points of view on an animal rights issue</p> <p>and express my own opinion and feelings on this</p>	<p>I can identify what I am looking forward to when I am in Year 5</p> <p>I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this</p>
Year 5	<p>I can explain the differences between direct and indirect types of bullying</p> <p>I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied</p>	<p>I can describe the dreams and goals of a young person in a culture different from mine</p> <p>and can reflect on how these relate to my own</p>	<p>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures</p> <p>I respect and value my body</p>	<p>I can explain how to stay safe when using technology to communicate with my friends</p> <p>I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others</p>	<p>I can describe how boys' and girls' bodies change during puberty</p> <p>I can express how I feel about the changes that will happen to me during puberty</p>
Year 6	<p>I can explain ways in which difference can be a source of conflict or a cause for celebration</p> <p>and can show empathy with people in either situation</p>	<p>I can describe some ways in which I can work with other people to help make the world a better place</p> <p>I can identify why I am motivated to do this</p>	<p>I can evaluate when alcohol is being used responsibly, anti-socially or being misused</p> <p>I can tell you how I feel about using alcohol when I am older and my reasons for this</p>	<p>I can recognise when people are trying to gain power or control</p> <p>I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control</p>	<p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born and</p> <p>I recognise how I feel when I reflect on the development and birth of a baby</p>

The SRE programme is Assessed, Monitored and Evaluated

Assessment examples:

- Questionnaire
- Discussion
- Teacher assessments
- Pupils' self-assessment
- Staff assessment
- Progress is included (PSHCE) in the pupils' annual report
- Evaluations used by the co-ordinator to inform future planning.

Monitoring:

PSHCE, including SRE is monitored through the school's programme of lesson observations, learning walks, book evaluations, discussions with children

Evaluation:

The programme is evaluated to ensure it meets the changing needs of the young people and reflects the views and values of the school community; this is carried out by teachers and pupils.

Working with Parents and Carers

Dry Sandford Primary School will keep parents/carers informed of the SRE programme.

We recognise that parents and carers have an especially important role to play in SRE as they need to feel confident that our programme complements and supports their role. To enable this, an information session for parents of children in Year 6 is held to discuss the SRE programme. Materials are available to parents/carers who wish to supplement the school's SRE programme or wish to deliver the SRE programme at home.

Up to date copies of this policy will be available on the school website. Parents will be given opportunity to discuss any queries or concerns with the teacher.

Parents have a right to withdraw their children for SRE lessons and therefore there will be a form for parents to complete and return to the school stating if they would like their children withdrawn from these lessons.

Specific issues with SRE

a. What kind of language will be considered acceptable and appropriate for use in SRE lessons?

All Staff will:

- Use the correct terms for all body parts as this is deemed good practice.
- Openly teach pupils what 'slang' words mean (where appropriate), and that some are offensive.
- Avoid using the use of any slang.

b. Safeguarding

- SRE may bring about disclosures of pupil safeguarding issues and all staff are conversant with the policies and procedures for reporting their concerns.

c. Confidentiality

- As a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, the talk to the named child protection co-ordinator who may report this to the Local Authority Safeguarding Team (MASH).

Working with outside agencies

Dry Sandford Primary School may use the expertise of outside agencies

Occasionally, appropriate and suitable experienced and/ or knowledgeable visitors from outside the school may be invited to contribute to the delivery of SRE at the school.

SRE Policy monitoring and review

Date of completion: April 2024

Date of review: April 2024/ April 2026

Signed:

Headteacher: Katie Friday

Governor Lead: Rose Dennie

