



## What language will my child be taught?

It is vital that parents and carers are aware of the language being used in the Science and SRE teaching, so these can also be used at home to reinforce the appropriate names for parts of the body, changes etc. **A list of this vocabulary is sent home at the start of term 5 in a letter from your child's class teacher, outlining when they are planning to teach SRE and the language that will be used.**



## How will I be consulted?

The school has a responsibility to consult with you about our SRE programme. Some examples of how we might do this include:

- At parents evenings if appropriate
- Information sent home (including this leaflet)
- Open door policy– drop in to your child's teacher and ask any questions
- Routine parent surveys and questionnaires.
- Opportunities to discuss SRE at the school parent Think Tank

## What do I do if I have concerns?



If you have a particular concern about the school's SRE programme, the first thing to do is discuss it with your child's class teacher, or myself. Most parents are happy to let their children take part in SRE provided by the school. However, in some exceptional circumstances there are occasions when a parent/carer takes the view that this is an aspect of their child's education that they prefer to deal with at home. This is their choice. However parents/carers and the school should also take into account the child's views, given the child's statutory right to education. It must also be considered that it may be detrimental to their developmental understanding as they may receive distorted information, for example, from older siblings or in the playground from children.

If you have any questions or concerns about this information please do not hesitate to contact me.

Miss Garland (PSHE Coordinator and Deputy Head Teacher) April 2013



# Sex and Relationship Education at Polegate School



**In term 5 every class will be undertaking some form of SRE education in their class.**

**Here is a guide to help answer some of your questions.**

- **What are schools expected to do?**
- **What is Sex and Relationships Education?**
- **What will my child be taught?**
- **What language will be used?**
- **How will I be consulted?**
- **What can I do if I have concerns?**



## What are schools expected to do?

All schools are expected to provide SRE in line with Local Authority and National guidance, including the Healthy Schools standards. SRE is also informed by guidance for the teaching of Science, since the biological aspects of SRE are part of the statutory Science program of study, for primary age children (of which will be outlined on the following page)

We aim to also:

- Make sure that SRE takes account of each child's age, understanding and stage of development.
- Work in partnership with parents.
- Have procedures in place for parents to raise concerns.
- Have a method of consulting with pupils.
- Respect different cultural, ethnic and religious environment of the home.
- Respect the different home circumstances and needs of all young people.



## What is SRE?

SRE is an important aspect of every child's personal and social development. It aims to help young people make informed, responsible and healthy choices about their lives, their relationships and their contribution to society.

To do this, children and young people need to:

- Gain **information, knowledge**, and **understanding**.
- Develop and use the **thinking** and **skills** that will allow them to become confident in making decisions and choices for themselves
- Consider their own and other's feelings, emotions and values.
- Learn about their rights and responsibilities.

SRE begins at home where children first become aware of their growing bodies and how they are kept safe and cared for. As they grow up children begin to explore and understand their feelings and values and how they relate to the wider world around them. From an early age young people are exposed to many conflicting ideas about health, life-style and sexuality from sources such as television, magazines, the internet and friends. Parents and schools share the responsibility for helping young people to make sense of these pressures and messages.



## What will my child be taught?

At school SRE builds on what children already know. It is an important part of health education, education for personal and social development and religious and moral education. As previously mentioned it is also an important part of the science curriculum. Timing is also essential as in order to reduce fears and potential anxieties it is vital that children receive appropriate information before a key point of development e.g. it is pointless introducing menstruation after a girl has started her 'period'.

**The content of the National Curriculum for Science, for each Key Stage, related to SRE is outlined below. This is a statutory part of the school curriculum and children cannot be withdrawn from these aspects.**

### Foundation Stage, (Reception Year)

Investigate objects and materials by using all of their senses as appropriate. Find out about, and identify, some features of living things, objects and events they observe. Look closely at similarities, differences, patterns and change.

### Key Stage 1, (Year 1 and Year 2)

- 1b. That animals, including humans, move, feed, grow, use their senses and reproduce.
- 2a. To recognise and compare the main external parts of the bodies of humans.
- 2f. That humans and animals can produce offspring and these grow into adults.
- 4a. To recognise similarities and differences between themselves, and others and treat others with sensitivity.

### Key Stage 2, (Year 3 to Year 6)

- 1a. That the life processes common to humans and other animals include nutrition, growth and reproduction.
- 2f. About the main stages of the human life cycle.

**The current program for SRE to be taught in this academic year is outlined below for each Year Group. This is currently under review and once taught we will consult teachers, parents and children for any further developments.**

<u>Foundation Stage, (Reception Year)</u> Myself and Others Family Networks Body Awareness Hygiene	<u>Year 1</u> Body parts Family Friendships Choices	<u>Year 2</u> Difference: Boys and girls/ Male and female Naming body parts Everybody needs caring for Looking after the body
<u>Year 3</u> Self Esteem Challenging gender stereotypes Differences: Male and female Family Differences Decision making Safety	<u>Year 4</u> Growing and Changing Body changes and reproduction What is puberty? Changing relationships Assertiveness Questions answered	<u>Year 5</u> Talking about puberty and reproduction Becoming men and women Puberty and Hygiene Menstruation and wet dreams Building good relationships
<u>Year 6</u> Puberty and reproduction, relationships and reproduction, conception and pregnancy, being a parent, HIV transmission, questions answered.		