Bismilahir-Rahmanir-Rahim

# IQRA SLOUGH ISLAMIC PRIMARY SCHOOL (ISIPS)

# Sex & Relationship Education

# (SRE) Policy

We Learn, We Lead, We Inspire

Review Date..... 1st September 2026 .....

Approved by the Governing Body

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Next Review Date..... 1st September 2027.....

# Iqra Slough Islamic Primary School

# SEX & RELATIONSHIP EDUCATION (SRE) POLICY

COMPILED BY: Dr M Maher
Reviewed on: September 2025

DATE FOR NEXT REVIEW: Sept 2027

Member of staff responsible - Dr M Maher (Headteacher)

<u>The SRE policy can also be linked to other policies and documents:</u>

PSHE Policy
Child Protection & Safeguarding Children Policy
Values in Education Policy
Teaching and Learning Policy
Inclusion Policy
Bullying
E-Safety

## Introduction

### What is SRE (Sex and Relationships Education)?

Effective sex and relationship education are essential if young people are to make responsible and well informed decisions about their lives. The Department for Children, Schools and Families (DCSF) issued guidance on SRE to all schools in July 2000. This guidance was designed to improve sex and relationship education in schools as part of a broader framework of Personal, Social, Health and Economic (PSHE) education.
The guidance states that Sex and Relationship Education (SRE) should be firmly rooted within the framework for Personal, Social and Health (PSHE) and Citizenship. The most crucial factor in the delivery of SRE is how it is done. Teachers should know about policy, procedures, relevant content, facts and issues.

**It is our aim, for SRE at this school to:**

- Encourage exploration of values and moral issues, consideration of sexuality and personal relationships and the development of communication and decision-making skills.

- This policy is a working document which provides guidance and information on all aspects of SRE and aims to provide a secure framework within which staff can work.

At Iqra Primary School, SRE is taught within the PSHE curriculum and aims to help children develop:

- Self-esteem and self-awareness.
- The skills needed for successful relationships.
- A beneficial attitude towards difference and diversity.
- An understanding of their own and others' rights.
- Emotional literacy.
- The ability, skills, knowledge and confidence to make positive, informed choices.
- The ability and knowledge to keep themselves and other people safe by minimising risk from harm.
- An understanding of their own and others' attitudes, values and beliefs and an individual moral framework that will help them to make positive decisions.
- A positive attitude towards themselves
- An understanding of their own bodies.
- The confidence and awareness to seek help and advice.
- An awareness of the right they have over their own body.
- The skills to be assertive.
- Good communication skills.
- The ability to respect the right of others and to hold opinions that differ from their own as long as these views do not impact on the rights of others.
- The ability to take responsibility for and accept the consequences of their own action.

SRE gives pupils accurate information about sex and relationships, allows pupils the opportunities to develop life skills and a moral framework that aims to enable them to make positive use of that information.

### Why SRE should be taught?

Within its educational life, the school is conscious of life and creation. Questions relating to SRE are dealt with in a positive, sensitive and natural way within the classroom. The class teacher will be sensitive to the educational and emotional needs of the child at his or her stage of development.

The prime responsibility for bringing up children rests with parents. The school therefore recognises that parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings. The teaching offered at Iqra Primary School is complementary to and supportive of the role of parents.

The School teaches SRE within the following moral and values framework that promotes:

- Self-respect and respect for others.
- Empathy, mutual support and co-operation.
- Honesty.
- Responsibility for personal actions.
- An awareness of the uniqueness of individuals.
- Respect and acceptance towards others who may have different backgrounds, cultures, and sexuality.
- The right of people to hold their own views (as long as these views do not impact negatively on the rights of others paying particular regard to the protected characteristics set out in the Equality Act 2010)
- The right to not be abused by, or taken advantage of by other people.
- The right to accurate information about sex and relationship issues.

**Legal requirements**

The law in relation to SRE states:

The governing bodies of schools are required to keep an up to date SRE Policy that describes content and the organisation of SRE provided outside the national curriculum science orders.
Parents/Carers have the right to withdraw their children from SRE lessons.

**Equal Opportunities**

Iqra Primary School is committed to the provision of SRE to all of its pupils. Equal time and provision will be allocated to all pupils. Any pupil deemed to be needing extra support with this area will be catered for appropriately, after consultation with the child's parents.

Our SRE programme is inclusive and acknowledges and accommodates the diversity within any group of people in terms of gender, religion, language, race, culture, social background, appearance, family set-up (including same sex partners), special needs, ability or disability.

How the SRE policy was developed

- Local and national guidance was considered.
- Consultation with SLT.

**Organisation**

SRE is taught within the PSHE curriculum and is delivered in both science and PSHE lessons in each year group.

The combined PSHE and Citizenship framework at Key Stages 1 and 2 is developed through four broad

themes and makes clear what is appropriate in the early primary years and the transition year. The present requirements set out within National Curriculum Science and shown in the box below should be delivered through these four broad themes and within the context of the National Healthy School Standard to ensure effective provision. The four themes are:

- developing confidence and responsibility and making the most of pupils' abilities;
- preparing to play an active role as citizens;
- developing a healthier, safer lifestyle; and
- developing good relationships and respecting differences between people.

**SRE programme of study**

This is taught within the PSHE scheme of work encompassing work on positive self-esteem. SRE contributes to the foundation of PSHE and Citizenship 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 help and support; and
- are prepared for puberty.

Foundation

Children are provided with experiences and support which help them develop a positive sense of themselves and of others. We ensure support for children's emotional well-being to help them to know themselves and what they can do. Areas covered include, changes in ourselves since being babies, what we can do now that we couldn't do before.

Key Stage 1

At this stage an informal and natural attitude is fostered, together with a sense of awe and wonder concerning the process of life. SRE is approached through a number of topics, e.g. Plants, Animals, including Humans. Our policy is to match the young child's question with an answer which is appropriate for their age and maturity.

Statutory Requirements (National Curriculum 2014):

**YR (ELG):**

- They make observations of animals and plants and explain why some things occur, and talk about changes

**Y1:**

- to name parts of the body (e.g. knees, head, eyes, mouth teeth through games, songs or rhymes).
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

**Y2:**

- observe and describe how seeds and bulbs grow into mature plants notice that animals, including humans, have offspring which grow into adults. Pupils should recognise growth and not be expected to understand how reproduction occurs. Class teachers may use the following examples egg, chick, chicken; egg, caterpillar, pupa, butterfly; baby, toddler, child, teenager, adult.
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Key Stage 2

The topic-based approach is also used at Key Stage 2 level. Growth and development of humans and the changes experienced in puberty are part of the Science National Curriculum.
A school is a learning establishment and within it, children have the right to expect all their queries to be answered in a factual and unbiased way.

Statutory Requirements (National Curriculum 2014):

**Upper KS2 :**

- life processes of reproduction in some plants and animals. E.g. Children might try to grow new plants from different parts of the parent plant, for example seeds, stem and root cuttings, tuber, bulbs. Pupils might observe changes in an animal over a period of time (for example, by hatching and rearing chicks).
- Describe the changes as humans develop to old age e.g. by finding out and recording the length and mass of a baby as it grows.

**Resources**

SRE resources are chosen and checked for:

- Being inclusive.
- Positive, healthy and unbiased messages.
- Age appropriateness.
- Promoting positive values.
- Accuracy.
- Being up to date.

**Monitoring and evaluation**

- Questionnaires.
- Discussions.
- Teacher assessments.
- Pupils' self-assessment and evaluations.
- Teacher evaluations at the end of a block of lessons that are then forwarded to the PSHE coordinator to inform future developments.
- Observations.

**Provision for withdrawn pupils**

Parents/Carers have the right to withdraw their children from all, or part of, the sex and relationships education

provided at school except for those parts included in statutory National Curriculum. Those parents/carers wishing to exercise this right are invited to discuss their objections and concerns with the Pastoral Deputy Head and reflect on the impact withdrawal may have on their child. Once a child has been withdrawn, they cannot take part in the SRE programme until the request for withdrawal has been removed.

**Safeguarding**

SRE may bring about disclosures of safeguarding children issues and all staff are conversant with the procedures for reporting their concerns. In these cases, the school's safeguarding children policy needs to be referred to.

SRE topics offer an opportunity to support children in learning how to keep themselves safe, for example in the discussion about private parts of the body. Children can be helped to learn what to do if others make them feel uncomfortable.

**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, they will talk to the named child protection coordinator who may, or may not, confer with the Head Teacher before any decision is made.

Dealing with sexually explicit questions Iqra Primary School will:

- be prepared to modify the programme if a certain question occurs (perhaps because of media coverage).
- use a question box (a box in the classroom that pupils can 'post' written questions).
- allow individual staff to use their professional judgement as to answering questions in front of the whole class or individually.
- encourage pupils to ask their parents/carers any question outside the planned programme.

**Appropriate use of language**

All Staff will use the correct terms for all body parts and discuss 'slang' words if they arise so pupils understand the meaning and know that some are offensive.

**Ground rules within SRE lessons**

- Respect will be shown at all times.
- Iqra Primary School will keep confidentiality unless it is deemed that the child is at risk (see confidentiality above).
- Strategies will be developed to ease embarrassment if it occurs.

**Single and mixed sex classes**

All pupils, from foundation to year 4, will learn about both sexes in mixed sex classes. However, in years 5 and 6, when it is deemed appropriate, opportunities will be made for pupils to discuss matters further in gender groups or individually.