

Sex and Relationships Education Policy



PRIMARY
ADVANTAGE

SCHOOLS ACHIEVING
MORE TOGETHER

Table of Contents

	page
School aims	3
Policy aims	4
Subject aims	4
Introduction	5
Teaching & Learning	5
Assessment & evaluation	7
Equal opportunities	7
Resources	8
Coordinator's role	8

Context/Introduction

“All schools must have an up to date SRE policy which is made available for inspection and to parents.

The policy must:

- Define sex and relationship education;
- Describe how sex and relationship education is provided and who is responsible for providing it;
- Say how sex and relationship education is monitored and evaluated;
- Include information about parents’ right to withdrawal; and
- Be reviewed regularly”

Sex and Relationship Education Guidance (DfE 0116/2000)

Aims of the policy

- Outline the approach to teaching and learning in SRE
- To ensure that all children are offered SRE as specified in the NC documents & the Christopher Winter Project lesson plans

Aims of the subject

Our aim, through providing this SRE curriculum, is that children will:

- Gain social, emotional and behavioural skills
- Build strong, healthy and happy relationships with others
- Build good interpersonal skills
- Enable children to have respect for themselves and others
- Have the ability to make healthy choices about potentially risky behaviours
- Have the ability to look after their personal health and hygiene
- Understand the changes that happen to boys & girls during puberty
- Understand human reproduction
- Work in partnership with parents, carers, governors, teachers and children
- Be ready for the SRE curriculum at secondary school
- Sex and relationships education should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life.

Introduction

The 1996 Education Act required all schools to have a Sex and Relationships Education policy and it is recommended that this be planned and delivered as part of the PSHE and Citizenship curriculum.

The 1996 Education Act consolidated all previous legislation in that:-

- The SRE elements in the Science National Curriculum across all Key Stages are mandatory for all pupils of primary and secondary age.
- All schools must have an up to date policy that describes the content and organisation of Sex and Relationships Education provided outside the National Curriculum science order.

SRE is defined by the DCSF as a lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage, for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.

We believe that good SRE is vital to equip children with the skills they need as they grow and develop into happy, healthy & responsible adults.

Teaching & Learning of SRE

The three main elements of Sex and Relationships Education:-

1. 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
- Developing critical thinking as part of decision making.

2. 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.

3. Knowledge and understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, reproduction, sexual health, emotions and relationships.
- Learning about contraception and the range of local and national sexual health advice, contraception and support services.
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay.
- The avoidance of unplanned pregnancy.

We incorporate these elements within a threefold approach to the teaching of SRE.

Firstly, the National Curriculum for England prescribes, in the science curriculum the teaching of life processes, the naming of parts of the body, the main stages in the human life cycle, the identification of differences and similarities and the need to treat these with sensitivity. These elements are statutory and parents do not have the right to withdraw their children from these lessons.

Secondly, embedded in our entire approach to teaching and learning across all subject areas through the EYFS and the SEAL ethos we promote respect for self and others, recognition of emotions in self and others and emotional self management. In this way SRE is informally taught throughout school life.

Thirdly, we deliver a discreet series of lessons years 5 & 6 that go further than the NC programme of study and teach about bodily and emotional changes in puberty (year 5) and how babies are made (year 6).

Parents have the right to withdraw their child from SRE provided within the PSHE and Citizenship curriculum. However, parents do not have the right to withdraw their child from the SRE element of the National Science curriculum We encourage parents to consider such a decision very carefully and contact the school about any specific concerns.

Parents will be informed in advance of when their child will be taught these sessions. Contents of the lessons and this policy will be available for parents. We recognise that teaching SRE requires a specific set of skills and techniques. To that end all teachers in year 5 & 6 are trained and supported in the delivery of these sessions by the Christopher Winter Project, an established outside agency specialising in training teachers to deliver SRE.

Techniques used for teaching SRE:

- Develop ground rules for SRE with the whole class, refer to them regularly and encourage the pupils to do so
- Use distancing techniques such as anonymous questions, case studies and problem pages to help pupils avoid personalising issues
- Agree as a class not to ask personal questions – of either staff or children
- Admit if you do not know an answer to a question and find out the answer later
- If a child's question seems inappropriate agree to discuss it with the child individually later rather than with the whole class
- Use the correct terminology – consistently and appropriately
- Discuss religious and cultural beliefs with the pupils – avoid making assumptions
- Talk about sexuality without promoting any one kind of relationship i.e. we respect that people may choose different types of relationship
- We are committed to providing a safe and secure environment in which marriage and other long term human relationships can be explored. This implies that the teaching is designed to present concepts and ideas the individual pupils may choose to relate to their own experience.

Assessment & Evaluation of SRE

At the start of each Science topic mind maps and KWL grids give us an idea of what the children know and need to know to gain the required set of skills, knowledge and attitudes. We conduct a similar needs analysis at the start of the CWP lessons in years 5 & 6, in order to tailor the programme to meet the needs of the children.

At the end of the CWP lessons both students and teachers carry out an evaluation/assessment activity to inform forward planning and discover the efficacy of the sessions.

Equal Opportunities

All children are given equal access to SRE irrespective of race, gender, creed and level of ability or nationality. Mutual respect and tolerance for all sexuality will be promoted through the study. Parents have the right to view the policy and can withdraw their children from the course of study. Where necessary, single sex teaching will take place to maximize learning.

The comments made by children during lessons will be treated confidentially, although children need to know that absolute confidentiality cannot be guaranteed.

Any comments, behaviours or disclosures that, in a member of staff's professional opinion constitute a safeguarding concern, are not bound by the confidentiality policy and should be logged with the Head of School or other nominated safeguarding officer immediately.

Resources

All the lesson plans and resources for the CWP lessons are saved onto the school network and are password protected. The password is available from the school administrator

In addition to the plans mentioned above the Channel 4 Schools DVD series 'Living & Growing' is used.

Role of the Co-ordinator

The co-ordinator is responsible for:

- Ensuring the implementation of the policy in SRE
- Monitoring planning, teaching and learning in SRE
- Supporting teachers in the planning and delivery of SRE
- Providing or organizing training opportunities for colleagues
- Managing and purchasing resources for SRE

Appendices

1. CWP lesson plans and curriculum overview

Policy written	March 2013
Adopted by Governing Body	September 2013
Review date	September 2018

The Federated Governing Body has reviewed this policy with careful consideration of our approach to equalities as outlined in the Equalities Policy, July 2012.

We would like to acknowledge the work of other colleagues in drafting this policy. We have drawn on a range of sources including policies from other schools, good practice guides, published schemes and LA and Statutory guidelines where appropriate.

PRIMARY ADVANTAGE

SCHOOLS ACHIEVING
MORE TOGETHER

