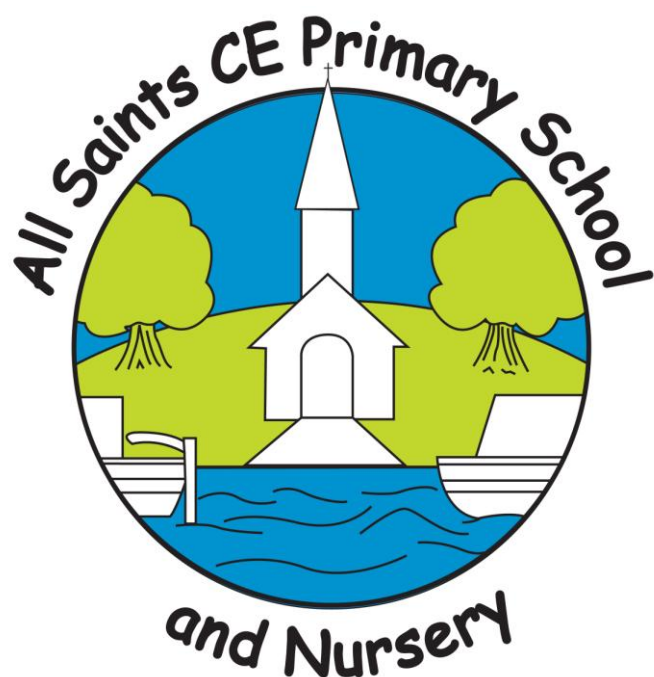


Sex and Relationships Education (SRE) Policy



*'Learning for life,
building a firm foundation'*

Reviewed: January 2014

Chair of Governors: Lyn Johnson

Headteacher: Sally Kaminski-Gaze

Introduction:

Sex and relationship education is about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life as well as stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health.

Aims and objectives of the policy:

We aim to provide a stimulating and supportive learning environment in which learners can develop their feelings of self-worth and confidence especially in relationship to others. This will include:

- preparing learners for the physical and emotional challenges of growing up
- giving them an elementary understanding of human reproduction
- helping the learners to form a sensitive understanding of the growth and development of their bodies and emotions; and to encourage a positive self image
- help to understand and manage the practical aspects of puberty, at home and at school
- raise awareness of the dignity of the human person and the importance of valuing and respecting themselves and others
- to have commitment, trust and honesty within relationships and to be aware of responsibilities
- encourage care, compassion and understanding for those who are different
- to generate an atmosphere where questions can be asked and discussed simply, with sensitivity helping to form positive attitudes.

Moral and Values Statement:

In our School we focus on teaching Sex and Relationship Education (SRE) in the context of relationships. This includes marriage and same sex partnerships. A variety of formal and informal strategies and opportunities are used. This helps learners to develop their self-esteem and emotional well-being and to form and maintain worthwhile and

satisfying relationships, which are based on respect for themselves and for others.

There are three main elements to our SRE programme:

- Gaining knowledge and understanding
- Developing positive attitudes and values
- Extending personal and social skills including the ability to make decisions and to resist negative pressure.

Partnership with parents/carers:

Most of a learner's informal sex and relationships education occurs within the family and the school's programme will complement and build on this in co-operation with parents/carers. Parents/carers have the right to withdraw their learner from some, or all, SRE lessons but not statutory Science lessons. If they wish to withdraw their child, a meeting should be arranged with the Head teacher, to discuss the reasons for withdrawal and provide alternative arrangements.

Inclusion statement

In our school we have a commitment to ensure that our programme is relevant and accessible to all learners and is taught in a way that is age and developmental appropriate to stage of child.

Organisation of SRE

SRE is part of our National Curriculum Science programme. Other aspects are taught mainly in Personal, Social Health Education & Citizenship (PSHE & C) lessons although some aspects are also covered in other curriculum areas, especially RE. Through planned lessons, and wider school activities such as assemblies, learners are able to develop their ideas, knowledge and skills gradually and appropriately. The curriculum is planned so that topics are regularly revisited to enable learners to build on prior learning.

Content of SRE programme

Teachers have the main responsibility for teaching about SRE in the classroom. They plan and liaise with visitors and other specialists e.g. the school nurse, to ensure learners receive an up to date and balanced programme. Other programmes used are: Taking Care Project, Social & Emotional Aspects Learning (SEAL) and 'R' Time.

Curriculum framework:

By the end of KS1 learners will have been given the opportunity to learn:

- that animals including humans move, feed, grow, use their senses and reproduce
- to recognise and compare the main external parts of the body
- that humans and animals produce offspring and that these grow into adults
- to recognise similarities and differences between themselves and others and to treat others with sensitivity.

They will also be able to:

- recognise and express pride in themselves
- recognise and name basic feelings e.g. happy, sad, frightened, angry
- make a friend, talk with them and share feelings
- use simple safety rules
- talk with someone they trust when they are worried.

Learners will know and understand:

- names for the sexual parts of the body
- that babies and pets have needs
- that they have some control over their actions and bodies.

They will also have thought about:

- their responsibility in caring for younger learners and/or their pets
- why families are special for caring and sharing
- why teasing is hurtful.

By the end of KS2 learners will have been given the opportunity to learn:

- that the life processes common to humans and other animals include nutrition, growth and reproduction
- the main stages of the human life-cycle.

Learners should also be able to:

- recognise and tell others with pride and confidence what they are good at
- express opinions, for example about relationships and bullying
- listen to, support their friends and manage relationship problems
- recognise their changing emotions with friends and family and be able to express their feelings
- recognise and resist the pressure of unwanted and inappropriate physical contact and know how to deal with it
- ask for help from a range of adults they know and can trust
- recognise and challenge stereotypes in relation to gender.

They will know and understand:

- the basic facts about the processes of conception and birth
- the physical and emotional changes that take place at puberty, why they happen and how to manage periods and wet dreams
- about different forms of bullying and the feelings of both bullies and victims
- the many relationships in which they are involved
- how a family is important to learners growing up
- about different family arrangements including the place of marriage, partnerships and same sex partnerships

- how the media impact on forming attitudes
- where individuals, families and groups go for reliable information
- puberty happens at different times for different people.

Learners will also have thought about:

- the diversity of lifestyles, and why respect for diversity is important
- why it is important to consider others points of view including their parents
- why being different can provoke bullying and why this is unacceptable.

Organisation

A variety of different methodologies will be used to deliver SRE. Teachers will use their discretion to decide whether a topic is best delivered in mixed or single gender groups. Health professionals will be included in the discussion as well as parents/carers.

Teaching strategies will include:

- establishing ground rules with their learners
- adults using 'distancing' techniques, not personalising any part of the lesson or it's content
- knowing how to deal with unexpected questions or comments from learners
- using discussion and encouraging reflection.

Ground rules:

A set of ground rules will help teachers create a safe environment in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from learners. Ground rules would be developed individually with each year group.

For example,

- no one (teacher or learner) will have to answer a personal question

- no one will be forced to take part in a discussion
- only the correct names for body parts will be used and meanings of words will be explained in a sensible and factual way.

Distancing techniques:

Teachers can avoid embarrassment and protect learners' privacy through the use of role play, case studies with invented characters or appropriate videos.

Dealing with questions:

Teachers should establish clear parameters of what is appropriate in a whole class setting. If a question is too personal, the teacher should remind the learner of the ground rules. If the learner needs further support, the teacher can refer her or him to an appropriate person, such as the school nurse, a help-line, or an outside agency or service.

If a question is too explicit, feels too old for a learner, or is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.

If a teacher is concerned that a learner is at risk of sexual abuse, they should follow the school's Child Protection procedures. The School Nurse follows the policy.

If a learner discloses that they are sexually active this will be treated as a child protection issue. Issues of confidentiality must be addressed however in the interests of the learner confidentiality cannot be guaranteed where a learner is believed to be at risk.

Resources

Learners will be encouraged to reflect on their learning, to encourage new understanding, skills and attitudes.

Members of teaching and support staff, as well as governors, will view the DVD and any teaching resources prior to the lessons taking place.

Parents/Carers will be invited into school to view the DVD and any resources prior to the lessons and to discuss any concerns they may have.

The Headteacher will ensure that the health professional, usually the school nurse, will be given an updated copy of this policy - Sex and Relationship Policy - to read prior to lessons, and will be invited to the meeting with parents.

The Headteacher will ensure that the policy and its approach will be followed appropriately.