



Allendale Primary School Sex and Relationships Education Policy

Rationale:

All schools must have an up to date SRE Policy, which is available for inspection and for parents. The policy must:

- Define sex and relationship education
- Describe how sex and relationship is provided and who is responsible for providing it
- Describe how sex and relationship education is monitored and evaluated
- Include information about parents' rights to withdrawal from lessons
- Be reviewed regularly

Sex and Relationship Education Guidance (DfE 0116/ 2000)

Sex and Relationship Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is also about the teaching of sex, sexuality and sexual health. Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age. SRE in the Primary School lays the foundation for factual knowledge required by young people in later years. It prepares children for the changes at puberty, physically, emotionally and socially. It helps to develop a child's skills in being able to apply information and creates opportunities for reflecting on attitudes and values that may affect their decisions and choices in later years. In early primary years, SRE is largely about relationships and the need to focus on friendship, growing and changing, and the building of self-esteem.

Moral and values framework:

SRE will reflect the values of the PSHEE and Citizenship programme. SRE will be taught in the context of relationships.

In addition, SRE will promote self-esteem and emotional health and well-being and help them form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Allendale Primary School believes that SRE should:

- Be an integral part of the lifelong learning process, beginning in early childhood, continuing into adult life
- Be an entitlement for all pupils in our care
- Encourage every pupil to contribute to the school community that aims to support each individual as they grow and learn
- Be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept, not just one model, e.g. nuclear family. It includes a variety of types of family structure and acceptance of diversity.
- Encourages pupils and staff to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussions on personal matters can take place without any stigma or embarrassment.
- Recognise that parents and carers are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents / carers and pupils, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.

Process for policy development:

This policy has been developed after consultation between the school's leadership team, staff and Governing Body.

Aims and objectives for SRE:

The aim of SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This should take place with consideration of the qualities of relationships within families.

The objectives of SRE are:

- To provide the knowledge and information to which all pupils are entitled
- To clarify / reinforce existing knowledge
- To raise pupils' self-esteem and confidence, especially in their relationships with others

- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives
- To help pupils' develop skills, (language, decision making, choice, assertiveness), and make the most of their abilities
- To provide the confidence to be participating members of society and to value themselves and others
- To help gain access to information and support
- To develop skills for a healthier, safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood

The teaching programme for SRE

Legal Requirements

All schools must teach the following as part of the Primary Curriculum for Science; parents do not have the right to withdraw their child(ren) from these lessons.

Primary Curriculum Science:

Key Stage 1

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

Key Stage 2

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

Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs, including disadvantaged and looked after children.

It is our intention that all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required.

Such a programme can successfully follow the outline given below:

Foundation:

Children learn about the concept of male and female and about young animals. In ongoing PSHEE work, they develop skills to form friendships and think about relationships with others.

Key Stage 1

Through work in science, children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and citizenship, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

Key Stage 2

In Science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction, including the birth of a baby, in Years 5 and 6. Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE and Citizenship, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures. SRE should focus on the development of skills and attitudes, not just the acquisition of knowledge.

The organisation of SRE

SRE is delivered through Science, RE, PSHEE, Citizenship, Literacy activities and circle time. SRE is taught by class teachers, HLTAs, TAs and, if appropriate, external agencies such as the School Nurse.

A range of teaching methods which involve children's full participation are used to teach SRE; these include technology, discussion, drama and role play.

SRE is usually delivered in mixed gender groups; however there may be occasions where single gender groups are more appropriate and relevant.

SRE is monitored and evaluated by the HT as part of the SIP. As a result changes will be made to SRE as deemed appropriate.

Parental Consultation

This policy will be available on the school's website. The school will inform parents aspects of SRE are taught.

Parents have the right to withdraw their children from those aspects of SRE, not included in the Primary science curriculum; alternative work will be set by the class teacher. However, this rarely happens, as by working in partnership, parents recognise the importance of this aspect of their child's education and that it will be handled sensitively and appropriately.

Child Protection / Confidentially

Teachers need to be aware that effective SRE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The member of staff will inform the HT / DCPO who will follow the procedure for child protection. A member of staff cannot and must not promise confidentiality if concerns exist.

Links with other policies

This policy is linked with the following:

PSHEE and Citizenship Policy

Equal Opportunities Policy

Child Protection Policy

Confidentiality Policy

Behaviour Policy

Anti-Bullying Policy

Special Educational Needs

These policies are available on the school website and hard copies are kept in the School Policy File.

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

Use of visitors

Visitors and outside agencies should complement, not replace, planned provision; it is the class teacher's responsibility to plan the curriculum and lessons. When appropriate, visitors such as the school nurse may be involved in the delivery of SRE, particularly in UKS2. Parents will be notified before these sessions take place.

Children with Special Educational Needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of SRE.

Monitoring and Evaluation

Monitoring is the responsibility of the HT, named Governor and teacher with responsibility for SRE.

The school will assess the effectiveness of the aims, content and methods in promoting pupils' learning by observation, work scrutiny, questionnaires and feedback. The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change if required.

SRE Policy

July 2015

Review Date

July 2018

