



Heamoor Primary School

SEX & RELATIONSHIPS EDUCATION (S.R.E.) POLICY

This policy was re-adopted in March 2013

This policy will be reviewed in March 2016

Headteacher's signature:

A handwritten signature in blue ink, appearing to be 'J. J. J.', is written over the line for the headteacher's signature.

PSHE Coordinator signature:



HEAMOR C.P.SCHOOL

SEX AND RELATIONSHIPS EDUCATION (SRE) POLICY

1. Aims of the School

- To provide a warm, friendly, caring environment where children can develop self confidence and increase their self esteem.
- To assist the children to reach their full potential academically, physically, socially, spiritually and morally by providing a lively and enthusiastic atmosphere throughout the school and a curriculum which is sufficiently differentiated to cater for individual needs.
- To encourage good positive working habits, so that each child might do his or her best to communicate both freely and accurately through the spoken and written work.
- To help children develop a sense of responsibility and tolerance towards others and to have a respect for the school environment and the local community.

2. Introduction

Defining Sex and Relationships Education (SRE)

It is 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. It is not about the promotion of sexual orientation or sexual activity - this would be inappropriate teaching. (DfEE Guidance 0116/2000)

Sex and relationships education is the right and responsibility of the parent. The school provides sex and relationships education to support parents in fulfilling their responsibility. If parents are not happy with what the school provides in its basic curriculum with regard to sex and relationships education they have a right to withdraw their child/children from those aspects of sex and relationships education not covered by the National Curriculum Science Order.

Equal Opportunities

At Heamoor School we recognise Equal Opportunities as the absence of discrimination against anyone, staff, pupil or parents, on the grounds of their sex, race, colour, religion, nationality, ethnicity, national origins, disability or marital status.

We are committed to promoting the principles of fairness and justice for all through the education that we provide in our school and we constantly strive to remove any forms of direct or indirect discrimination that may form barriers to learning and development.

Social Inclusion

At Heamoor School we recognise social inclusion as the successful integration of pupils in their own learning, raising attainment for those pupils who could or do demonstrate disaffection or failure to participate in the school experience through challenging behaviour or poor attendance.

We are committed to ensuring that all our pupils, including those who are difficult to engage, have equal access to the full range of educational opportunities provided by the school, and receive the support and intervention to reduce the risk of disengagement and disaffection.

3. The Aims of Sex and Relationships Education

Based on the above definition the aims of SRE at Heamoor School are:

- To enable our pupils to better understand the nature of human relationships;
- To enable pupils to see the importance of marriage and/or stable loving relationships for the bringing up of children;
- To prepare pupils for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.

At Heamoor School, SRE has three main elements, all of which are important for a balanced SRE programme:

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; and
- developing critical thinking as part of decision-making.

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; and
- learning how to recognise and avoid exploitation and abuse.

knowledge and understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay, including the avoidance of unplanned pregnancy.

N.B. Moral dimension

Heamoor School recognises that it is a moral body in its own right. As part of the whole curriculum the school seeks to explore issues of right and wrong. Our school recognises that SRE is fraught with certain difficulties and whilst it acknowledges different life style choices it promotes a view that stable loving relationships are the best context for sexual relationships and the bringing-up of children.

4. Content of the schools SRE programme

The content of the schools programme is based on the National Curriculum Science Order and the non-statutory guidance for PSHE/Ct contained in the National Curriculum Handbook for Teachers. Here is a summary of that content as set out in the DfEE's Guidance 0116/2000:

3.3 At primary school level sex and relationship education should contribute 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.

National Curriculum Science

Key Stage 1

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

Key Stage 2

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

The school recognises that SRE must be taught at both Key Stages and not left until Year 6. Whenever SRE appears in the school's PSHE/Ct programme in a discrete fashion the class teacher will

inform parents about the issues to be covered and seek their support in exploring these issues in the home context.

5. The delivery of SRE

All teachers are responsible for teaching about and modelling good relationships within school. Much of the general work in school is based on good relationships and in this regard SRE is supported by the school's behaviour management policy. It is also the responsibility of the whole staff to deliver the National Curriculum Science Order according to the Scheme of Work. All SRE will be taught in mixed classes. Children will know that they are free to question further and discuss issues with their own or another teacher.

Where specific sex education occurs, which is outside or beyond the National Curriculum Science Order, the following members of staff have been identified as appropriately trained and competent to deliver this part of the school's basic curriculum:

As PSHE/Ct and Science Co-ordinators **Mrs Topsey-Eaton & Mr Roberts** are responsible for the overall co-ordination and monitoring of SRE within the school's curriculum.

6. Methods of teaching and resourcing

In the delivery of SRE teachers will use a variety of teaching methods and resources. The following are recognised methods for the effective delivery of SRE:

- Discussion
- Drama and role play
- Research and presentation.

Teachers will also use other teaching methods to enable pupils to learn about SRE, which are age appropriate, taking into account the developmental needs of individual pupils. Parents are welcome to discuss with teachers their approach to SRE and the methods of teaching and learning to be used.

The school uses a wide variety of resources, including videos and books. Parents are welcome to view these materials and may borrow them from school to support the sex education of their children in the home context. Books used to support SRE are also found in the school library and pupils may borrow them when and as need occurs. Resources used by the school are produced for schools by educational publishers and are intended for pupils in the light of best current research into SRE.

The whole school approach to SRE is supported by the 'Christopher Winter' project which ensures suitable and relevant coverage and progression throughout the subject.

Y6 topics are supported by the 'Growing Up' DVD (BBC)

7. Monitoring and evaluating SRE

As stated above, **Mrs Topsey-Eaton** and **Mr Harry Roberts** are the co-ordinators for PSHE and Science. It is the co-ordinators' responsibility to:

- a) Ensure that SRE occurs in the school's curriculum according to the schemes of work for Science and PSHE/Ct;
- b) Monitor the use of teaching and learning styles;
- c) Monitor the use of teaching materials;
- d) Evaluate the effectiveness of the schools programme

It is the responsibility of each class teacher to ensure that the SRE Policy and procedures as outlined above are embedded in their classroom practice.

The co-ordinator will be given time to monitor and evaluate the schools SRE programme as it occurs in the school's schemes of work for each Key Stage.

8. Dealing with sensitive issues

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about SRE. The following are protocols for discussion based lessons with pupils:

- no one (teacher or pupil) 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, if appropriate;
- meanings of words will be explained in a sensible and factual way; and
- teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent.

Where a member of staff is concerned that a child protection issue may exist, it is his/her responsibility to follow the school's policy and procedures in this matter to the letter.

9. Parental right to withdrawal from SRE

As stated above, parents have the right to withdraw their pupils from SRE that falls outside the National Curriculum Science Order. They do so in writing to the Headteacher (on a standard request form). When the Headteacher/class teacher receives such a request he/ she will invite the parents to a meeting, at which the Headteacher or class teacher will explain clearly what the school's policy is and seek to accommodate the wishes and/or concerns of the parents. If that is not possible the pupil will be withdrawn from SRE and placed in another class where suitable work and supervision will be provided. This work must be provided and managed /assessed by the parent concerned.

Policy review

The school's governing body forms the SRE policy and it will review this policy every two years from the date below. In reviewing the policy it will consult the following groups:

- parents;
- staff;
- pupils;

The school will do this by forming focus groups that will look at the policy and its effectiveness.

JW March 2013

Date of Adoption: March 2013

Date of Review: March 2016