



Sex and Relationship Education (SRE) Policy

This policy meets the statutory requirement for the provision of a Sex Education Policy

Date approved: January 2015

Date of Next Review: January 2018

Article 3

The best interests of the child must be a top priority in all things that affect children.



Article 5

Governments must respect the rights and responsibilities of parents and carers to direct and guide their children as they grow up, so that they can enjoy their rights properly.

Article 24

Every child has the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy.

Philosophy

At Wildmoor Heath Primary School we view Sex and Relationship Education (SRE) as lifelong learning about physical, moral and emotional development and an understanding of the importance of marriage for family life; stable and loving relationships and respect, love and care.

Sex and relationship education (SRE) reflects the values of our school (Reaching for our Best) and the PSHE and Citizenship programme. SRE will be taught in the context of relationships and will promote self-esteem, emotional health and wellbeing and help children to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Aims of Sex and Relationship Education (SRE)

Through the implementation of our SRE Policy we aim 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 will take place with consideration of the qualities of relationships within families.

Objectives

- 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 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;

Teaching programme

See SRE Overview (attached).

A planned programme of Spiritual, moral, social, and culture and health education, of which SRE is an integral part, will be implemented at a level appropriate to the children's physical and emotional maturity as soon as the pupil starts schools. Topics and themes will be repeated from year to year but in greater depth. All schools must teach the Science aspects of the National Curriculum. These are likely to be taught as part of other units of work, but may be part of or referred to within specific SRE lessons. Parents do not have the right to withdraw their child/children from the National Curriculum aspects of the programme.

Overview of Foundation Unit SRE

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

Overview of Key Stage 1 SRE

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, PHSE 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.

SRE: Name parts of the body; discuss growth, development and the concept of the difference between male and female.

Key Stage 1 Science linked to SRE

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (Year 1);
- Notice that animals, including humans, have offspring which grow into adults (Year 2);

Overview of Key Stage 2 SRE

In science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including puberty and how babies begin and are born. Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE, PSHE 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: The basic biology of human reproduction will be taught. The physical, emotional and social changes which take place at puberty will be discussed and illustrated using appropriate DVDs. These aspects may also be delivered by a school nurse.

Key Stage 2 Science linked to SRE

- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal;
- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird;
- describe the life process of reproduction in some plants and animals;
- describe the changes as humans develop to old age;
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function;
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents;

Sex and Relationship Education will focus on the development of skills and attitudes not just the acquisition of knowledge. This content has been agreed in consultation with governors, parents and teaching staff.

Specific Issues

Parental consultation

The school includes information on SRE in the school prospectus and full details are available on the website and upon request. The school informs parents when aspects of the SRE programme are taught and provides opportunities for parents to view the videos and resources being used.

Parents have the right to withdraw their children from those aspects of SRE not included in the National Curriculum for Science. Alternative work would be set. However, this rarely happens, as most parents recognise the importance of this aspect of their child's education.

Child Protection / Confidentiality

Teachers are aware that effective human growth and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Head Teacher / Designated Child Protection person in line with the school's procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

Dealing with difficult questions

Difficult questions will be answered as honestly and as directly as possible in all year groups. However, at the discretion of the teacher, this might be on an individual basis rather than to the whole class. A question/worry box may be used to avoid embarrassment to pupils wishing to ask an important question which would also allow time for the teacher to prepare an appropriate answer. Teachers and Support Staff have the right not to answer specific questions if in their judgement the answers or information is not suitable for the individual or group of children. If appropriate, staff may consult with or refer some difficult to parents.

Use of visitors

When appropriate, visitors such as the school nurse may be involved in the delivery of SRE.



Children with Special Educational Needs (SEN)

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 Headteacher and Governors. The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents. The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change if required.

This policy document is available from the school for parents and staff, following approval by the full governing body. Any change will be reflected in the school prospectus. SRE issues will be included in the induction programme for all new members of staff.