

SHERWOOD PRIMARY SCHOOL

**POLICY
FOR SEX AND
RELATIONSHIP
EDUCATION**

May 2014

POLICY FOR SEX AND RELATIONSHIP EDUCATION

At Sherwood Primary School we value the importance of sex and relationship education to help and support young people through their physical, emotional and moral development.

Mission Statement

We aim to create a happy, caring environment in which the children develop self-confidence and independence and are encouraged to be considerate and show respect for others, while reaching their true potential.

Philosophy

Sex and Relationship Education encourages the acquisition of skills and attitudes which allow pupils to manage relationship in a responsible and healthy manner, and addresses inaccurate and often distorted views on sex and relationships which children may receive.

It encourages the development of positive self-esteem, which will help children to cope with the challenges of personal growth. It enables children to be aware of the personal choices they can make and prepare them to make responsible decisions. It is about exploring feelings and emotions. As part of the SRE programme, pupils will be taught about the nature and importance of family life and bringing up children.

It is our philosophy that all children experience a planned programme of sex and relationship education which offers them the opportunity to explore attitudes and values, develop personal and social skills in addition to learning the facts necessary for life. Sex education is an ongoing, developmental process, and like other learning, it needs to be gradual and matched to the child's maturity and stage of development.

Aims

The aims for our policy are focused upon developing the knowledge, skills and understanding within our children, as outlined in the PSHE and Citizenship framework.

1. To develop self-esteem, confidence, independence and responsibility as they encounter both physical and emotional changes during their lives.
2. To play an active role as future citizens and members of society by recognising that they can make choices.
3. To develop a healthy lifestyle and keep themselves and others safe.

4. To develop effective and fulfilling relationships and learn to respect the differences between people.
5. To enable children to have the opportunities to prepare for change, feel positive about themselves and to develop effective relationships with others.

Moral and Values Framework

The SRE programme will be sensitive towards the established morals and values framework of all the major world religions and philosophies. It reflects the school ethos and demonstrates and encourages the following values:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, school and wider community

Equal Opportunities

The school is committed to the provision of SRE for **all** of our pupils, regardless of age, ability, sex or race. Equal provision is allocated for all groups. Our SRE programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Care will be taken that no child be stigmatised because of home circumstances.

Special Educational Needs

Children with special educational needs relating to SRE will have their needs addressed both within the class, and where appropriate, on a one-to-one basis.

Organisation

SRE should not be delivered in isolation but firmly embedded in all curriculum areas. At Sherwood Primary School the **main** content is delivered by all class teachers through the PSHE and Science curriculum.

Years 5 and 6

Opportunities will be provided in Years 5 and 6 for separate lessons on physical changes. These will be taught in mixed gender groups other than when it is deemed appropriate for topics to be covered in single sex groups. There will be specific lessons when Health Professionals (School Nurse) will be invited to address the children in the presence of the class teacher. Notification will always be sent to parents in advance of such lessons.

Content

At Sherwood Primary School progression and continuity are built into the SRE programme from Foundation to Year 6.

Foundation Stage

- Explore the meaning of friendship and family.
- Identify and share their feelings with each other.
- Recognise and name parts of the body, and explore how bodies change as we grow.

By the end of Key Stage 1

- Explore the meaning of friendship, how to be a friend and how friendships can change.
- Identify key members of their family and their roles and responsibilities.
- Identify causes of different feelings and how to cope with them.
- Recognise and name parts of the body, and explore the life cycles of both animals and humans.
- Recognise safe and unsafe situations, and identify and be able to talk to someone they trust.

By the end of Key Stage 2

- Develop the skills to initiate friendships and discuss how problems can be resolved through compromise, negotiation and mediation.
- Develop an understanding of the different types of relationships and explore the difference between liking and loving.
- Develop an understanding that puberty brings about changes in emotions, and know ways of managing and coping with different emotions, fears and worries.
- Know that their bodies change as they approach puberty and the changes are in preparation for sexual maturity/reproduction.
- Identify body parts that belong to both male and females, and those that belong to one or the other, using the correct terminology.
- Understand that anyone who has reached puberty can reproduce and understand the processes of conception and birth.
- Consider the responsibilities of creating a baby.

*** See Appendix for full content of the SRE programme covered in the PSHE and Science Curriculum.**

Assessment

Elements of SRE in the science curriculum are assessed formally. Assessment and evaluation of the SRE programme outside the Science Curriculum is conducted using a variety of informal activities which have been built into the programme. This could include peer assessment and self assessment.

Use of Visitors and Outside Agencies

Where appropriate, visitors and outside agencies may be invited to speak to the children. Teachers must ensure that visitors are made aware of the school's SRE policy and issues of confidentiality (see below). Teachers will always be present during any additional input, ensure content and resources are appropriate and inform parents of the use of the agency/individual beforehand.

Specific Issues within SRE

Withdrawal

Parents/carers have the right to withdraw their children from all or part of the SRE provided at school except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the Headteacher and/or SRE Subject Leader who will explore any concerns and discuss any impact withdrawal might have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed.

Confidentiality and Child Protection Issues

“The essence of a confidential relationship is openness and agreement about what, if anything will happen to information disclosed between two people. It need not always take the form of a promise of secrecy.”

‘The Right Responses’

Staff will listen sympathetically to anything a child tells them in confidence, but confidentiality must not prevent action if the child is ‘at risk’ or in danger. If a member of staff believes that the child is at risk or in danger, she/he talks to the named Child Protection Co-ordinator who takes action as laid down in the Child Protection Policy. All staff are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

The following issues should be considered:

- Pupils should be aware of the boundaries of confidence before disclosures are made;
- Staff should never offer absolute confidentiality as they are obliged to share information relating to abuse in line with child protection procedures;
- There is no legal requirement for staff to disclose information relating to pupil drug use although parents/carers will normally be contacted and other agencies may be involved where appropriate;
- Visitors contributing to the curriculum follow the school policy;

Answering Difficult Questions

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal SRE arising from pupils' questions are answered in an open and factual way, according to age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Co-ordinator if they are concerned.

Sherwood Primary School believes that SRE should meet the needs of **all** pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

Training

Sherwood Primary School believes in the importance of appropriate staff training to enable staff to deliver effective SRE. The SRE/PSHE Subject Leader should access courses or INSET opportunities to assist staff involved in the delivery of SRE.

Dissemination

All staff members and governors receive a copy of the SRE policy. Copies of the SRE policy are available from the school office on request from parents.

Approval date: May 2014

Review date: May 2018

Signed (Headteacher):

Signed (On behalf of the Governing Body):