



Brookside School

Sex and Relationships Education (SRE) Policy

What is SRE

Sex and Relationships Education is an important part of a child's preparation for adult life. It offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self worth whilst recognising, accepting and respecting differences.

Aspects of SRE are taught as an integral part of the school's PSHE provision throughout the primary school from Reception to Year 6. In this way, children are able to develop their ideas, knowledge and skills gradually and appropriately in a non-threatening environment.

Aims

The aim of SRE is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood, through adolescence into adulthood. SRE has 3 main elements:

1. Attitudes and values
2. Personal and social skills
3. Knowledge and understanding

SRE contributes 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 their body and describe how their bodies work;
- Can protect themselves and ask for help and support;
- Are prepared for puberty.

SRE will:

- Provide appropriate information which is easy to understand and relevant and appropriate to the age and maturity of the children;
- Include the development of communication and social skills;
- Encourage the exploration and clarification of values and development of positive attitudes.

Moral and Values Framework

SRE will reflect the values of the PSHE programme. SRE will be taught in the context of relationships. In addition, SRE will promote children's self-esteem and emotional well-being and help them to form and maintain relationships based on respect for themselves, for others and respect for their own actions at home, school, work and in the community.

Equal Opportunities

The school is committed to the provision of SRE to all of its pupils and the differing needs of boys and girls. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. All staff are expected to give every pupil the chance to experience, participate and achieve the understanding of sex and relationships education. Equal time and provision will be allocated for all groups but there may be occasions where children with special educational needs (SEN) are given extra support.

The planning and organising of teaching strategies will be consistently reviewed to ensure that no pupil is disadvantaged. Teachers will ensure that materials and teaching do not conflict with religious or cultural principles.

Implementation

The Legal Requirements of Sex Education Provision are National Curriculum Science at Key Stages 1 and 2. These areas are statutory.

Key Stage 1

- That animals, including humans, move, feed, grow, use their senses and reproduce.
- To recognise and compare the main external parts of the bodies of humans.
- That humans and animals can produce 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.

Non-Statutory Provision of SRE (PSHE and Citizenship Frameworks).

Key Stage 1

- Pupils learn to recognise similarities and differences between themselves and others.

- Identify and share their feelings with each other.
- Recognise safe and unsafe situations and can identify and be able to talk to someone they trust.

Key Stage 2

- Pupils learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs. They learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and well-being of others.
- Life processes are discussed including the physical changes that take place at puberty, why they happen and how to manage them.

SRE should not be delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social, Health Education (PSHE) and Citizenship.

SRE is normally delivered by the class teacher, sometimes in association with the School Health Advisor.

It is delivered:

- In mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.
- During circle time activities with an emphasis on being safe, raising self-esteem etc.
- Using external agencies, such as the School Health Advisor.

When working alongside the School Health Advisor, the school will ensure:

- Visitors are invited to the school because of a particular expertise or contribution they are able to make;
- All visitors are familiar with and understand the school's SRE policy and work within it.
- All input to SRE lessons is part of a planned programme and negotiated and agreed with staff in advance.
- All visitors are supervised/supported by a member of staff at all times.
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.
- The school will continue to liaise with the local secondary schools to ensure that the programme for SRE is continuous at KS3.

Preparation for puberty and Support for boys & girls:

Y5 girls will learn about the physical and emotional changes puberty brings, including menstruation. All Y6 children will have the opportunity to learn about puberty and the human reproduction cycle.

For those children who experience puberty prior to the sessions outlined above, the school will offer the parents the services of the school nurse to help them discuss the issues.

Resources

Channel 4 All About Us

Materials used reflect the consultation with parents/carers and the school health adviser. The range of material used is available to parents/carers and informative books are available to children in the library.

Assessment and Evaluation

Assessment of SRE delivered outside the curriculum is conducted through the monitoring and observation of pupils' learning with reference to the following:

- Knowledge and understanding gained.
- Skills learnt and developed.
- Attitudes and values explored.
- Responses offered by pupils.

SRE that falls within the Science programme of Study will be assessed in line with other aspects of the Science curriculum.

Partnership with Parents

A letter informing parents of the sex and relationships education programme and an invitation to view materials is sent prior to delivery of the programme. Before each phase of learning about human reproduction and puberty, parents are invited to a general meeting to view materials and discuss the programme. The meeting is led by the Head Teacher and the School Health Advisor.

Parents have a right to withdraw their children from sex and relationships education lessons (outside of the Science Curriculum). If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Head Teacher and make clear which aspects of the programme they do not wish their child to participate in. Parents wishing to withdraw their child from SRE will be offered resources for use at home or separate provision can be made according to the child's individual need.

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.

Teaching methods need to take account of the developmental differences of children and the potential for discussion on a one-to-one basis or in small groups. Schools should set a framework for establishing what is appropriate and inappropriate in a whole class setting.

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 ('Ground Rules')

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- Only correct/agreed names for body parts will be used
- Meanings of words will be explained in a sensible and factual way
- The use of a question box may help to lessen embarrassment of asking questions
- Teachers may use their discretion in responding to questions and may say (for example):
 1. The appropriate person to answer that question is the parent
 2. The question can be discussed one to one after class
 3. They will be covering that at a later stage in their SRE.

Gary Kenny (Head Teacher)

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