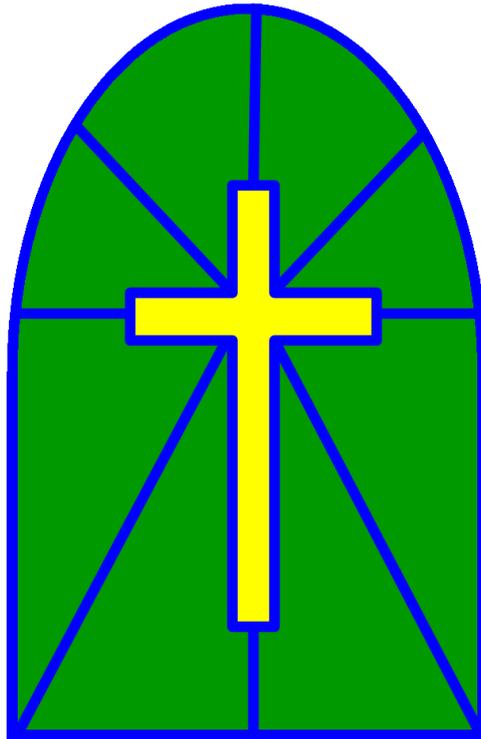


Hurst Knoll St James' CE Primary School



Sex and Relationships (SRE) Policy

Overview

At Hurst Knoll St James' CE Primary School we value the importance of sex and relationship education to help and support young people through their spiritual, moral, social, cultural, physical and emotional development. Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age. In fact, effective SRE can make a significant contribution to the development of personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

We recognise the partnership of home and school, of parent and teacher, in this important area of personal development.

Sex education is a continuing, developmental process, which includes the exploration of attitudes and values and the development of skills, as well as the presentation of factual knowledge. As with all other learning, it should be gradual and matched to the child's maturity and stage of development.

Sex education teaches children to develop an awareness of, and respect for, themselves and others. It aids 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 prepares them to make responsible decisions. It is about exploring feelings and emotions and enjoying confidence in one's own ability.

As part of the sex and relationship education framework, pupils are taught about the nature and importance of family life and bringing up children. Pupils will learn about the significance of marriage and stable relationships. Care is taken that no child is stigmatised because of his or her home circumstances.

Sex and relationship education has three main elements:

1. Attitudes and values:
 - ◆ learning the importance of values and moral considerations
 - ◆ learning the value of family life, marriage and stable relationships
 - ◆ learning the value of love, respect and care.
2. Personal and social skills:
 - ◆ learning to manage emotions and relationships confidently and sensitively
 - ◆ developing empathy and self-respect
 - ◆ learning to make choices without prejudice
 - ◆ appreciating the consequences of choices made
 - ◆ managing conflict
 - ◆ recognising and avoiding exploitation and abuse
3. Knowledge and understanding:
 - ◆ learning about and understanding physical development
 - ◆ understanding human sexuality, reproduction, sexual health, emotions and relationships.

Values

We believe that all children should experience a planned programme of sex and relationship education that offers them the opportunity to explore attitudes and values, and develop personal and social skills, as well as learning the facts necessary for life. The Sex and Relationships Education programme will reflect the school ethos.

Aims and Objectives

- ◆ To reassure children of their value and self-worth, including aspects of dignity, self-respect and self-restraint.
- ◆ To nurture a responsible attitude towards personal relationships, such as aspects of mutual respect and care, and to develop sensitivity towards the needs of others encompassing fidelity and loyalty.
- ◆ To foster the ability to manage relationships in a responsible and healthy manner.
- ◆ To promote the value of loving relationships and of family life.
- ◆ To recognise that marriage is an important, but not exclusive, context for family life.
- ◆ To provide knowledge of human reproductive processes.
- ◆ To inform children on matters of personal hygiene and related health issues.
- ◆ To encourage exploration of values and moral issues, taking into account the physical and moral risks associated with certain behaviour.
- ◆ To educate against discrimination and prejudice.
- ◆ To empower children to make informed choices about their developing sexuality.

The Teaching Programme for Sex and Relationship Education Legal Requirements

All schools must teach the following as part of the National Curriculum Science Orders and parents do not have the right to withdraw their child/children.

National Curriculum Science

Key Stage 1

1. b) That animals including humans, move, feed, grow and use their senses and reproduce.
2. a) To recognise and compare the main external parts of the bodies of humans and reproduce.
3. f) That humans and animals can reproduce 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.
- Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs, 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 PSHE 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 PHSCE 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 birth of a baby in years 5 & 6.

Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE and PHSCE 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 further 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.

Sex and relationship education should focus on the development of skills and attitudes not just the acquisition of knowledge.

This content has been agreed in consultation with Governors, and Teaching Staff.

Organisation of School Sex and Relationship Education

Sex and relationship education is delivered through science, RE, PHSCE, literacy activities, circle time. Sex and relationship education is taught by classroom teachers, and if appropriate, outside visitors such as the school nurse.

A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of video, discussion, looking at case studies, drama and role play.

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

The school uses the Spiral Curriculum 2008 produced by Stockport LA and endorsed by Tameside LA.

Parental Consultation

Parents/Carers have the right to withdraw their children from all or part of SRE provided at school except for those parts which are part of the National Curriculum and are, therefore, statutory. Those parents/carers wishing to exercise this right are invited to see the Headteacher who will explore any concerns and discuss the impact that withdrawal may have on the child.

Materials used in SRE are available to parents/carers who wish to supplement the school's SRE programme or who wish to deliver SRE to their children at home.

Confidentiality

As a general rule a child's confidentiality is maintained by the teacher or member of staff. However, if this person believes that the child is at risk or in danger, she/he talks to the named Child Protection Officer who will take appropriate action as outlined in the school's Child Protection Policy.

The child concerned will be informed that confidentiality is being breached and the reasons why. The child will be supported throughout the process.

Child Protection Policy

The school has a separate Child Protection Policy. Staff should be aware that effective SRE may bring about disclosures of child protection issues and should follow the procedures outlined in the policy for reporting their concerns.

This policy supports the following School Policies:

- Behaviour
- Health and Safety
- PHSCE
- SMSC
- Child Protection
- Anti-bullying

Policy, Formation and Consultation Process

The policy has been written following the DfES guidelines *Sex and Relationship Education Guidance 0166/2000*.

Dealing with Sensitive Issues

Governors and teachers are in agreement that teachers should answer all children's questions relating to sex and relationship education in an open and factual way, taking into consideration the family background, culture, religious beliefs, and pupils' differing experiences. The Governors expect teachers to use their professional judgement and discretion when faced with, or answering, questions, which they deem to be of a sensitive nature, for example homosexuality, contraception or sexually transmitted infections.

The following ground rules have been established:

- Teachers should not enter into discussions about personal issues and lifestyles.
- No one (child or adult) has to answer a personal question.
- Nobody is forced to take part in discussion.
- In discussion, teachers will promote the knowledge and use of 'accepted' names of body parts.
- Meanings of words are explained in a sensible and factual way.

Dissemination

Every parent or guardian can request a copy of the policy. The policy is available on the school website and a copy of the policy can be sent to those parents and carers who request one.

Monitoring and Evaluation

Monitoring is the responsibility of the Headteacher, named Governor and Teacher with responsibility for Sex and Relationship Education.

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.

Revised and adopted by the Governing Body Spring 2015

7th January 2014

Re: Sex and Relationship Education lessons

Dear Parents/Carers

We are re-launching our Sex and Relationships Education (SRE) curriculum this term and pupils from Reception – Year 6 will be engaging in the ‘Spiral Curriculum’ endorsed by Tameside Local Authority. This is a curriculum the school has used in the past.

If any parent would like to view the SRE curriculum resource which will be used by the teaching staff then please contact the school. Our Sex and Relationship Education policy is available on the school website or by paper copy through contact with the school office. Please turn over to see information of the topics covered from Reception – Year 6

You have the parental right to withdraw your child from these lessons if you so wish. If we do not receive a reply slip back from you we will assume that you are happy for your child to take part in these lessons.

If you have any concerns about your child taking part in these lessons, please contact me as soon as possible and I will be more than happy to discuss them with you.

Yours sincerely,



Paul Anderson
Headteacher



**Sex and Relationships Education
at Hurst Knoll St James' CE Primary School**

I would like to withdraw my child from the Sex and Relationships lessons when they take part in the classroom

Child or children _____

Class or classes _____

Signature of Parent / Carer _____

Date _____

Please return this slip to your child's Class Teacher or the school office

Spiral Curriculum for SRE, KS1 & 2

The lesson content covers:

Reception	Myself / feeling hurt
Year 1	Feelings
	Skills and feelings
	Feelings / Abuse
	Friends
	Growing up
	Safety
	Safety / Domestic abuse
Year 2	Feelings
	Friendship and feelings
	Friends and family
	Family
	Growing up
	Safety
	Safety / Domestic abuse
Year 3	Feelings
	Growing up
	Safety
Year 4	Feelings
	Friends
	Growing up
	Growing up / Abuse
	Families / Growing up
	Safety
Year 5	Feelings
	Feelings / abuse
	Families
	Friendships / Relationships
	Growing up
	Safety
	Families / Personal safety
Year 6	Feelings
	Friendships / Relationships
	Growing up
	Stereotypes
	The Role of the Media
	The Role of the Media / Domestic Abuse
	Safety
	Safety / Domestic Abuse