

HUBY C.E PRIMARY SCHOOL
Policy for Sex and Relationships Education (SRE)

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health.

Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

Sex and Relationship Education Guidance (DfEE 0116/2000)

The Staff and Governors of Huby CE Primary School believe that the school curriculum should be one that promotes the spiritual, moral, cultural, mental, emotional and physical development of its pupils and prepares them for the opportunities, responsibilities and experiences of adult life.

This policy is to ensure consistency across the school in how Relationship and Sex Education is taught at Huby School. It is supported by other school policies, particularly the PSHCE and RE policies.

The term *Sex and Relationships Education (SRE)* is used in this policy rather than *sex education*. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self esteem and the skills to manage relationships.

Aims

- To provide children with the knowledge and information to enable them to be well-prepared for the physical and emotional changes of puberty and adulthood
- To develop pupils' self respect and empathy for others
- To recognise the value of respect, love and care
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers, the media and technologies, e.g. mobile phones and the internet
- To prepare pupils for the challenges and responsibilities of sexual maturity, enabling them to manage emotions and relationships confidently and sensitively
- To develop the skills needed to become confident, responsible adults who are able to make the most of their abilities and face new challenges positively
- To develop the attitudes and skills necessary to lead a healthy, safe lifestyle
- To encourage children to respect the differences between people and prepare them for their future roles in a global society

- To develop good relationships, accepting that their actions and behaviour affect themselves and others and realising the nature and consequences of different behaviours
- To recognise the importance of working with parents, guardians and outside agencies, recognising that the prime responsibility for relationship and sex education rests with parents

The Head teacher will:

- set high expectations and monitor the teaching of SRE
- keep parents, governors and all support staff well-informed
- support the PSHCE Co-ordinator and individual teachers
- ensure the school policy is distributed to parents as necessary

Governors will:

- be well-informed through the leadership of the Head teacher and PSHCE subject leader
- support the staff in implementing the school's policy for SRE
- monitor effectiveness of the school's SRE policy

The PSHCE Subject Leader will:

- offer support to teachers in planning, teaching and assessment
- work alongside the Head teacher to monitor and evaluate teaching and progress
- identify INSET needs, plan and deliver training
- organise, review and evaluate resources
- work closely with appropriate outside agencies, e.g. school health
- organise and lead meetings with parents to keep them informed of new developments, changes, resources etc.

Staff Members will:

- provide appropriate learning experiences for every child, structured to ensure appropriate continuity and progression
- support the teaching of SRE through making relevant links with the RE, science and PSHCE curriculum, including the SEAL programme (Social and Emotional Aspects of Learning)
- take into account, and make good use of, the wide range of expertise and resources available from the school health service, school doctor and school nurse, ensuring that any contributions from these outside agencies are consistent, in terms of content and presentation, with the governors' overall policy and the views of parents
- answer pupils' questions sensitively and with due consideration and regard to parents' wishes as to the depth of discussion
- share clear learning objectives with the children

- use accurate vocabulary and terminology and encourage children to do so
- use a range of resources, including ICT, DVDs and carefully selected published materials, appropriate to the needs and ages of the children, to support their teaching

The SENCO will:

- aid the PSHCE Co-ordinator and teachers in supporting children with special educational needs and encourage whole class inclusion where possible

Children will be encouraged to:

- listen carefully in a wide range of situations and respond thoughtfully, expressing their opinions and views politely and sensitively
- develop the attitudes, skills and self-esteem necessary to withstand peer pressure and keep themselves safe
- develop awareness of different sorts and levels of relationships
- use correct vocabulary and terminology with confidence
- respect other people's emotions and feelings and recognise the rights of others to hold different views and opinions
- recognise the danger of stereotyping and the need to challenge stereotypes
- understand that there are life processes common to humans and other animals, including growth and reproduction
- recognise and understand the main stages of the human life cycle
- recognise that humans experience a wide range of emotions and feelings and that this is normal
- in Years 5 and 6, prepare for the physical, emotional and social changes they will experience as they move towards puberty
- be sensitive to other people's feelings and respect the physical differences between people
- feel confident to ask questions and be aware that there are a range of people they can talk to and trust
- recognise that their actions and behaviour have consequences for themselves and others

Parents will:

- be invited to attend presentations to keep them informed of new teaching methods, approaches, resources etc.
- be consulted about the content and presentation of SRE in school and be encouraged to express their views and opinions
- be invited into school to meet the school nurse and view the teaching materials that are going to be used with the children in Years 5 and 6
- be encouraged to support the school's policy for PSHCE and SRE

- be made aware that parents have the right to withdraw their child from any or all of the school's SRE programme, other than those elements taught in the Programmes of Study for Science, within the National Curriculum

Reviewed October 2013

Appendix

The teaching programme for Sex and Relationship Education

Legal requirements.

All schools must teach the following as part of the National Curriculum Science Orders, 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.
f) that humans and animals can reproduce offspring and these grow into adults.
3. a) to recognise similarities and differences between themselves and others and
4. 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 all children have the opportunity to experience a programme of sex 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 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.

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 on years 5 & 6. Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE 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. 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, parents and teaching staff.

The organisation of Sex and Relationship Education

Hilary Myers is the designated teacher with responsibility for coordinating sex and relationship education.