



Hugh Gaitskell Primary School

Policy on Sex and Relationship Education (SRE)

Teacher with responsibility for SRE- Mrs Helen Barkakoti

Sex and Relationship Education (SRE) is the lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity (DFEE July 2000).

Aim

Our aim is that pupils should develop high moral standards and self-confidence in the establishment of human relationships, based on proper knowledge of, and respect for, themselves and others in the context of the family.

Objectives

To provide pupils with the skills to make responsible and well-informed decisions about their lives.

To prepare pupils for the opportunities, responsibilities and experiences of adult life.

To promote the spiritual, moral, cultural, mental and physical development of all pupils.

To provide equal opportunities for all pupils.

To recognise and take account of the different levels of physical and emotional maturity of pupils within the group.

Rationale

The teaching of Sex and Relationship Education is statutory and the new inspection framework requires OFSTED to evaluate and report on the spiritual, moral, social and cultural development of pupils. The teaching of SRE will be embedded in the Personal, Social and Health Education (PSHE) and Citizenship curriculum.

SRE is considered both a pastoral and academic issue and, as such, the responsibility is shared by all staff. The school recognises that most young people receive their initial SRE from their parents and families, with school and other agencies building on this later. The policy will provide clear guidance for all governors, parents and carers, and for all staff and outside agencies involved in the delivery of SRE.

The teaching of SRE

The school aims to teach SRE in a sensitive manner, which will reflect the cultural, religious and social mix of the pupils.

SRE is a continuous learning experience carried out in an appropriate way throughout the pupil's career at the school and with regard to the pupil's developing maturity.

Teaching and teaching materials will have regard for the age and cultural background of the pupils and be in accordance with the PSHE framework, the Science National Curriculum and the law.

The classroom climate will encourage open discussion in a way that dispels prejudices and embarrassment. Controversial issues will be dealt with sensitively.



Organisation and management of Sex and Relationship Education

The Curriculum Leaders for Science and PSHE will be responsible for the organisation of SRE, in accordance with National Curriculum requirements.

The PSHE co-ordinator will oversee SRE provision.

Delivery of Sex and Relationship Education

SRE will be delivered within the PSHE programme by class teachers the PSHE co-ordinator and outside agencies, and within the Science curriculum by class teachers.

The PSHE programme is taught in mixed-ability, mixed sex classes.

There will be progression in the programme and some topics will be re-visited. See **Appendix 1** (Key Stage 1) Themes and Learning Outcomes and **Appendix 2** (Key Stage 2) Themes and Learning Outcomes

Depending on the emotional and physical maturity of the children I each cohort units may be taught an academic year earlier or later.

All lessons will be carefully planned and monitored. Resources will be carefully selected and reviewed regularly.

The programme, teaching and resources will be monitored and reviewed annually class teachers and the co-ordinators for PSHE and Science. Pupils will have the opportunity to review and self-assess topics, and provide feedback.

The school will work in partnership with members of the wider community to deliver the programme.

All staff delivering SRE will be expected to work within the policy guidelines. Support and training will be offered to allow staff to deliver the programme sensitively and effectively.

Sex and Relationship Education Programme - An Outline

Sex and Relationship Education has three main elements:

Attitudes and values
Personal and social skills
Knowledge and understanding

Equal Opportunities

All pupils whatever ability and gender, cultural background will have access to this area of the curriculum. So differentiation of materials will take place.

All teachers should present information in a non- sexist/racist form/manner. Staff should attempt at all times to challenge own stereotypes and prejudices in the delivery of materials within this unit.

Working with Parents/Guardians

Parents who wish to discuss the SRE programme, should in the first instance, contact the Head Teacher. It is the intention of the school and governors that the



teaching offered in the SRE programme should complement and support the role of parents and should give due regard to their views.

Parents are reminded that they can withdraw their child from the non-statutory elements of SRE provided, but not statutory Science lessons.

Parents who wish to withdraw their child from part or the entire SRE programme should write to the Headteacher, stating that they do not wish their child to participate in the SRE programme. Alternative arrangements will be made for the pupil during SRE lessons.

Parents may request to inspect teaching resources.

Working with the wider community

The school will work in partnership with members of the wider community, including health professionals, to deliver the programme. Such people offer specialised knowledge, experience and resources. Members of the wider community delivering SRE will be expected to work within the school's policy guidelines. The quality of teaching and learning in these lessons will be monitored by the Curriculum Leader for PSHE.

Confidentiality

Teachers must ensure that pupils know that the teacher cannot offer unconditional confidentiality. If a pupil discloses information that has to be passed on, the teacher should inform the pupil and support the pupil as appropriate. Pupils will be encouraged to speak to their parents/carers/guardians. Pupils can be informed of sources of confidential help e.g. school nurse, G.P.

Health professionals are bound by their professional codes of conduct to maintain confidentiality. When working in the classroom they are bound by relevant school policies.

Child abuse and protection

If, during the teaching of SRE, a child protection issue is disclosed, or if there is reason to believe that a pupil is a victim of abuse or is at risk of abuse, the member of staff should report their concerns to the school's Child Protection officers Mrs McNulty or Mrs Kay or, in their absence, Mrs Barkakoti who will refer to the school's policy.

Monitoring and reviewing

The staff responsible for the co-ordination and delivery of SRE and the governing body will review the policy and programme annually.

Dissemination of policy

A copy of the policy will be issued to all staff and members of the wider community involved in the teaching of SRE.

A brief statement of policy will also be included in the school prospectus.

Appendix 1

Key Stage 1 Living and Growing

Themes	Learning Outcome
Living things (Differences)	*The difference between male and female, feelings and life cycles
Growing (How did I get here?)	*Growth and change considering themselves as a baby and thinking about their future as an adult. * Growth of the foetus during pregnancy. (Programme used contains animation of sexual organs)
Where do I come from.(Growing up)	*Continues work on life cycles, growth and change. * Relationships

Appendix 2

Key stage 2

BBC Active Sex and Relationships Education

Themes	Learning Outcomes
Changes	Physical and emotional changes at the onset of puberty. (Reaffirms that puberty is a normal and natural process)
How babies are made.	*The programme contains animation of sexual intercourse. *Life cycles and reproduction. *Friendships and feelings (emphasizes the importance of loving caring relationships between couples.
How babies are born.	*Contains footage of a live birth. *The development of the baby in the womb, needs of the baby and the mother before birth and the inheritance of physical characteristics.
Girl talk	*Physical and emotional changes at the onset of puberty. *Menstruation is discussed
Boy talk	*Physical and emotional changes at the onset of puberty. *Sexual intercourse is given consideration.(information on erections, wet dreams and masturbation) in the programme there is an animated sequence showing ejaculation)
Let's talk about sex.	*Development of relationships. The images of sex created by the media. *Conception and contraception are explored.

This policy will be reviewed annually. Next review: July 2016