



Bishop Bronescombe C of E (VA) School

Policy and Guidance for Sex and Relationships Education (SRE)

Reviewed:	January 2011	Revised by:	Stewart Gynn
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School Aims:

At Bishop Bronescombe School we aim to give all children:

- ✚ Access to a rich curriculum which enthuses and equips them for life as citizens in the 21st century.
- ✚ Opportunities to explore their own developing Christian faith and to have respect for the faith of others.
- ✚ High self esteem by feeling valued as a member of our school.
- ✚ A sense of fair play, treating others with dignity and respect.
- ✚ The chance to enjoy taking part in a vibrant, forward looking school, moving their learning forwards.

Bishop Bronescombe School Motto is: ***'Learning that lasts a lifetime.'***

General policy statement:

All staff, governors, volunteer helpers, students and visitors need to give due regard to all of the policies and practices adopted by the school. Whilst it is acknowledged that people other than staff cannot be expected to read every policy before a visit to the school, it may be that further guidelines are necessary in addition to the 'Visitors' Booklet which people are given upon arrival. All staff carry responsibility for the welfare and success of the children in our school. Staff will advise anyone who is working alongside us of the necessary protocols, procedures and policies we follow.

Vision Statement.

- We believe in challenging education and have high expectations of what our children can achieve.
- We provide a safe environment within which we nurture each individual's talents and academic potential, through a balanced mixture of creativity, discipline and challenge.
- We foster each child's emotional intelligence, confidence, self-esteem and personal responsibility.
- We value every member of the school community as an individual.
- We strive to create an atmosphere of care, understanding and trust that will encourage communication between teachers, children and parents.
- We offer spiritual and moral guidance, teaching tolerance and respect for the differences and needs of others and actively promoting good citizenship as a member of a wider community.

This policy was written by the Governors of Bishop Bronescombe School in consultation with the Headteacher, teachers, learning support assistants, parents and the school nurse and will be reviewed with the help of pupils.

We believe at Bishop Bronescombe School that Sex and Relationships Education (SRE) is the right and responsibility of the parent and we are aware that the special family relationships are supported through our work. The school provides sex and relationships education to support parents in fulfilling their responsibilities. If parents are not happy with the school provision they have a right to withdraw their child from those aspects of SRE not covered by the National Curriculum for Science.

Rationale.

SRE is lifelong learning about physical, moral and emotional development. It begins in the Nursery in how we socialise and work together as a special team that supports and encourages each other and continues throughout children's time at Bishop Bronescombe. It is about the importance of partnerships and family life, stable and loving relationships, respect, love care and sexual health. It is not about the promotion of sexual orientation or sexual activity, this would be inappropriate teaching (DfEE Guidance 0116/2000).

Aims.

Based on the above rationale the aims of SRE in Bishop Bronescombe School are:

- To enable our pupils to better understand the nature of human relationships.
- To enable pupils to see the importance of stable, loving relationships.
- To understand the role and responsibilities of themselves as future parents.
- To prepare pupils for the changes to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.

At Bishop Bronescombe School SRE has three main elements all of which are important for a balanced SRE programme.

Attitudes and Values.

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life and stable loving relationships for the nurture of children.
- Learning the value of respect and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

Personal and Social Skills.

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Learning how to recognise and avoid exploitation and abuse.
- Developing the child's ability to discuss openly their emotions and give them the vocabulary to explain their body's development.

Knowledge and Understanding.

- Learning and understanding physical development at appropriate stages.
- Learning the reasons for delaying sexual activity and the benefits to be gained from such a delay, including the unplanned pregnancy.
- Understanding human sexuality, reproduction, sexual health, emotions and relationships.

Moral Dimension.

As part of the whole curriculum the school seeks to explore issues of right and wrong. The school recognises that SRE is fraught with certain difficulties. Whilst it acknowledges different lifestyle choices it promotes a view that stable loving relationships are the best context for sexual relationships and the bringing up of children.

Planning Content of the School's SRE Programme.

The content of the school's programme is based on the Science National Curriculum and the non-statutory guidance for PSHCE contained in the National Curriculum. At primary school level SRE should contribute to the foundation of PSHCE (Personal, Social, Health, Citizenship & Emotional) by ensuring that all children:

- Develop confidence in talking, listening and thinking about feelings and relationships.
- Are able to name parts of the body and describe how their bodies work.
- Can protect themselves and ask for support and help.
- Are prepared for puberty.

National Curriculum Science.

At Bishop Bronescombe School the science curriculum addresses the needs of the children in learning about health and growth.

Key Stage 1.

- 1b) that animals, including humans, move, feel, grow, use their senses and reproduce.
- 2b) to recognise and compare the main external parts of the bodies of humans.
- 2f) that humans and animals can reproduce offspring and grow into adults.
- 4a) to recognise similarities and differences between themselves and others and treat others with sensitivity.

Key Stage 2.

- 1a) that the life process common to humans and other animals include nutrition, growth and reproduction.
- 2f) about the main stages of the human life cycle.

The school recognises that SRE must be taught at both key stages and not left until Year 6. The scheme of work contains statements about expectations for the end of key stages 1 and 2.

Delivery of SRE.

Staff.

All teachers are responsible for teaching about relationships through modelling good relationships and work on the PSHCE curriculum. It is also the responsibility of the whole staff to deliver the Science National Curriculum according to the school scheme of work. Training will be provided to any member of staff where specific sex education occurs which is outside or beyond the Science National Curriculum in order to deliver this part of the school's basic curriculum.

Visitors.

Where possible, Bishop Bronescombe School liaises with outside agencies to support the work in SRE. We have regular contact with the Health Services and the School Nurse. If necessary, visitors are made aware of the schools policy on SRE and PSHCE through discussion with staff and by making the policy available where necessary. A school/visitor Input Planning sheet will be filled out prior to the visit to ensure learning is appropriate and maximised.

Teaching and Resourcing.

In order to meet the school's aims for SRE, staff plan work with a cross curricular approach. The school has updated resources in 2008/9 in line with 'Healthy Schools' to support the children's work. Work in SRE will also contribute to teacher assessment in Science. Many of the topics identified will be addressed through planned circle time. The resources that support the SRE scheme of work are stored centrally.

Monitoring and Evaluating SRE.

It is the co-ordinators responsibility to:

- Ensure that SRE occurs in the school's curriculum according to the schemes of work for Science and PSHCE.
- Monitor the use of teaching materials.
- Evaluate the effectiveness of the school's programme.

The co-ordinator will be given the time to monitor and evaluate the school's SRE programme as it occurs in the school's schemes of work for each key stage.