



Sex and Relationship Education Policy

This policy applies to all pupils including those in EYFS

Reviewed: Autumn 2015, Spring 2016

Next review: Spring 2017

Purpose

Weston Green School recognises its responsibility to provide pupils with age appropriate information and to explore attitudes and values in the area of sex and relationships in order to help children develop the skills they need to make informed and positive decisions about their health, behaviour and relationships. This is incorporated within the PSHE programme at Weston Green School, with elements forming part of the Science curriculum.

SRE aims to promote a sense of right and wrong, develop children's integrity and autonomy and help them become responsible and caring citizens equipped with the skills and strategies they need for informed decision making as they move onto their senior school.

The SRE programme is planned with consideration of the qualities of relationships within families, with sensitivity towards differing religious and cultural views and with the knowledge and consent of parents.

Staff are aware of the need to be alert to the possibility of FGM within some cultures and the appropriate action to take if necessary.

Sex and Relationship Education in schools is a legal requirement and at Weston Green we aim to teach this area sensitively and appropriately. Parents do however have the right to withdraw their children from Sex and Relationship Education lessons, **although not those elements that are in the National Curriculum orders for Science.** *Any parent wishing to withdraw their child should make an appointment to meet the Head Teacher in advance of the lessons planned in their child's year group in order to discuss their concerns.*

Aims and Objectives

What is sex and relationship education?

- It is lifelong learning about physical, moral and emotional development.
- It is about the understanding and appreciation of family life, marriage, stable and loving relationships, respect, love and care.
- It involves learning about sex and sexuality (in upper KS2) – *it is not about the promotion of sexual orientation or activity: this would be inappropriate teaching*

It is also about

- providing the knowledge and information to which all pupils are entitled
- preparing them for puberty and adulthood both physically and emotionally
- enabling them to develop skills for a healthy lifestyle
- teaching them to respect and care for their bodies
- enabling them to develop communication and assertiveness skills to cope with the influences of their peers and the media
- raising their self-esteem and confidence, especially in their relationships with others

- providing the confidence to value themselves and others as participating members of society
- enabling pupils to develop positive attitudes towards their body and sexuality
- equipping them with the knowledge to access help and support.

Why should SRE be taught?

In a world where children receive information about sex and relationships from a variety of sources, many of which are inaccurate or 'unhealthy', SRE aims to counterbalance these messages by providing accurate information as part of a supportive PSHE programme. SRE is about helping children to develop and maintain successful relationships. It is about providing them with information that will support them during the process of puberty and help them to understand issues relating to sex and reproduction at the appropriate age in upper KS2.

SRE involves demonstrating to children that matters relating to the body and about sex can be discussed in a sensitive and positive way. This will increase the likelihood of them behaving sensibly in any sexual relationship they go on to have, as such responsibility requires communication - with a partner and/or sexual health services.

Content

There is a spiral curriculum relevant to the age, experience and maturity of the pupils.

There are three main elements to sex and relationship education:

Attitudes and values

- learning the importance of values, individual conscience and moral considerations
- learning the value of family life, marriage, stable and loving relationships for the nurture of children
- learning the value of love, 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 confidence in talking, listening and thinking about feelings and relationships
- equipping them to protect themselves and to ask for help and support with confidence

Knowledge and understanding

- learning and understanding physical development at appropriate stages
- understanding human sexuality, reproduction, emotions and relationships

SRE programme

The SRE programme of study begins in Reception, with children learning about their lives and the lives of others. It builds on this in KS1 and KS2, with three sessions per year, and four in Yr 6 as detailed below:

- Rec – Our Lives
- Yr 1 – Growing and Caring For Ourselves
- Yr 2 – Differences
- Yr 3 – Valuing Difference and Keeping Safe
- Yr 4 – Growing Up
- Yr 5 – Puberty
- Yr 6 – Puberty, Relationships and Reproduction

SRE is taught in class groups by the class teacher who is best placed to know and understand the needs and experiences of the pupils in his or her class.

Safeguarding

Pupils understand that they can share concerns with staff in confidence, without fear of being judged or reprimanded. However, staff understand their professional duty to explain the meaning of confidentiality and the need to avoid making an unconditional promise of confidentiality.

If a pupil discloses information that gives the member of staff hearing it cause to suspect a child protection issue, the pupil will be reassured and the information passed without delay to the DSL who will determine the course of action required to safeguard the welfare of the pupil.

Parents will be informed when SRE is due to take place in their child's year group.

Resources are available for parents to view if requested.

Assessment

Three types of assessment are used:

- **Baseline** – this is important to establish what is already known in order to determine where to start and how to plan and develop work and resources.
- **Formative** – this is used to promote learning and involves sharing learning objectives with pupils so they know and recognise what they are aiming for. It actively involves pupils in their own assessment and provides feedback enabling them to improve through promoting confidence.
- **Summative** – this summarises what has been learnt and is usually carried out at the end of a piece or unit of work. It can be used to celebrate achievement and to monitor and report progress.

Monitoring and Evaluation

The SRE programme is monitored and evaluated by the PSHE Co-ordinator, overseen by the Director of Studies, as part of the ongoing process of subject review and evaluation within the school.