

Hollin Primary School

Policy for Sex and Relationship Education (SRE)

Revised and fully updated December 2016

This policy was developed and agreed in consultation with all staff, governors, parents /carers, pupils and various external bodies. It takes full account of the school's legal obligations and reflects the national aims and priorities included in DfE:- SRE guidance 2000 (Ref: DfEE 0116/2000), NSPCC document:- 'Safeguarding in Education Service' May 2013, Brook/PSHE Association/Sex Ed Forum document:-Sex and Relationships Education (SRE) for the 21st Century, March 2014,and Rochdale LA guidance for writing an SRE policy from 'Talking SRE'.

This policy should be read in conjunction with the schools policies on Drugs education, P.S.H.E, Health and Safety, Safeguarding and Child Protection, British Values, Inclusion, Bullying, RE, Behaviour, school trips, science and P.E.

Definition of SRE

The objective of SRE is to help and support pupils through their physical, emotional and moral development. A successful programme should be firmly embedded within the schools framework for PSHE and the National Curriculum for Science. This will help pupils learn to respect themselves and others by acquiring accurate information, developing skills and forming positive beliefs, values and attitudes.

SRE is an integral part of the curriculum in that it involves consideration of different types of relationships at different levels. Pupils need to be given accurate information and helped to develop skills to enable them to understand difference and respect themselves and others and for the purpose also of preventing and removing prejudice.

In the Foundation Stage and Key Stage 1, the focus is on relationships in families and with friends. As children go through the school, they begin to consider other relationships. Sexual relationships are considered at Year 5 and 6.

Rationale and Statutory Requirements

SRE has a number of broad outcomes and specific aims, listed in the following section. SRE helps children learn about physical, moral, social and emotional development. It is about understanding the importance of family life based on respect, care, empathy and love. In addition, SRE can help to support academic achievement. As such, SRE is an integral part of the National Healthy Schools Standard.

However, there is also a legal requirement. As well as non-statutory guidelines for PSHE, including SRE, the National Curriculum for Science specifies aspects of SRE that must be taught; it requires that pupils should be taught about body parts, the human life cycle and reproduction at Key stage 1 and 2.

The 1993 Education Act requires governors of all county and maintained schools to consider the provision of sex education and to ensure that the school has a sex and relationship education policy. The Act gives parents the right to withdraw their children from all, or part, of sex and relationship education, which is not part of the National Curriculum.

Values

The aims and objectives of Hollin Primary School form the values which underpin SRE.

Our values underpin all teaching, in all subjects including SRE; we encourage:

- awareness, understanding and respect for self, including self-confidence and self-esteem.
- awareness and respect for others and their views.
- consideration and responsibility for choices and actions.
- an appropriate set of values to guide their own behaviour and their relationships with others.
- responsibility and care for family, friends, school and wider community appropriate communication and social skills.

Aims

SRE will develop children's personal and emotional development and children's knowledge and understanding.

SRE is learning about physical, moral and emotional development. It is about understanding the importance of family life, stable and loving relationships, respect, love and care.

Learning Outcomes

In addition to the National Curriculum Science requirements at Key Stage 1 and 2,

Core Theme 1: Health and wellbeing

Pupils will be taught:

1. what is meant by a healthy lifestyle
2. how to maintain physical, mental and emotional health and wellbeing
3. how to manage risks to physical and emotional health and wellbeing
4. ways of keeping physically and emotionally safe
5. about managing change, including puberty, transition and loss
6. how to make informed choices about health and wellbeing and to recognise sources of help with this
7. how to respond in an emergency
8. to identify different influences on health and wellbeing

Core Theme 2: Relationships

Pupils will be taught:

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. how to recognise and manage emotions within a range of relationships
3. how to recognise risky or negative relationships including all forms of bullying and abuse
4. how to respond to risky or negative relationships and ask for help
5. how to respect equality and diversity in relationships.

Core Theme 3: Living in the wider world – Economic wellbeing and being a responsible citizen

Pupils will be taught:

1. about respect for self and others and the importance of responsible behaviours and actions
2. about rights and responsibilities as members of families, other groups and ultimately as citizens
3. about different groups and communities
4. to respect equality and to be a productive member of a diverse community

The Parents / Carers

They have a legal right to view this policy and to have information about the school's SRE provision. The school will seek and take account of parent / carer views and endeavour to adopt a partnership approach with parents/carers.

Under section 405 of the Education Act 1996, parents may opt to withdraw their children from SRE lessons: "if any parent of any pupil...requests that s/he may be wholly or partly excused from receiving sex education at the school, the pupils shall, **except** in so far as the education is comprised in *The National Curriculum*, be so excused accordingly until the request is withdrawn."

Parents wanting to exercise this right are invited to see the Headteacher or PSHE Co-ordinator who will explore their concerns.

Organisation, Planning and Resources

SRE is delivered in line with the National Curriculum for Science, PSHE , Dfes Sex and Relationship Guidance and the Bury and Rochdale Healthy Schools Programme guidance.

To ensure full coverage, SRE is addressed in two ways:

- through designated curriculum time, either each week over a period of time or a special 'blocked topic' of work (eg under a heading such as 'My body', 'Growing up', healthy lifestyles etc)
- through other curriculum areas (e.g. Science, English, P.E and RE); these cross-curricular links are always made to make learning more meaningful.

Resources

A large selection of materials is held in Room 64 from which staff are able to borrow. Staff have various resources within their own classroom stockrooms. Also, a wide range of planning, resources and activities can be found on the 'O' drive under PSHE as well as at <https://www.pshe-association.org.uk/>. If specific resources are required, the P.S.H.E coordinator will endeavour borrow resources subject to sufficient notice being given.

Assessment and Reporting

Hollin Primary School is determined to make the curriculum as relevant to the children's needs as possible. To this end assessments will be made through observation of children and their work and by talking with and discussion between pupils.

A statement as to the personal and social development of each pupil will be made in the annual report to parents. This may make reference to SRE learning during the year.

Assessment and reporting of SRE will make reference to learning outcomes in PSHE or Science.

Monitoring and Evaluating

The SRE programme is regularly evaluated by the P.S.H.E co-ordinator. The views of students and teachers are used to make changes and improvements to the programme on an ongoing basis. The policy will be formally reviewed every two years for the following purposes:

- to review and plan the content and delivery of the programme of study for sex and relationships education
- to review resources and renew as appropriate
- to update training in line with current LA guidelines.

Policy reviewed: December 2016

Signed on behalf of the Governing Body: _____

Date Accepted: _____

Review Date: _____