

COMBE C of E PRIMARY SCHOOL



Community † Compassion † Wisdom

SRE (Sex and Relationship Education) Policy

Agreed on: _____

To Be Reviewed on: _____

Definition of Sex and Relationship Education

"Sex and Relationship Education is lifelong learning about physical, moral and emotional development. It is about the understanding of 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 - this would be inappropriate teaching." SRE Guidance DfEE 2000

Philosophy, Values and Aims

SRE has three main elements of which the following are relevant to teaching at Combe School:

Attitudes and values

Learning the importance of values and individual conscience and moral considerations;

Learning the value of family life, marriage, and stable and loving relationships for the nurture of children;

Exploring, considering and understanding moral dilemmas; and

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; and

Learning how to recognise and avoid exploitation and abuse.

Knowledge and understanding

Learning and understanding physical development at appropriate stages;

Understanding human sexuality, emotions and relationships.

Sex and Relationships Education at Combe will:

Be developmental and appropriate to the age and stage of the child

Be available to all pupils

Provide information and knowledge

Challenge beliefs and highlight misconceptions

Help the child to form positive attitudes and values

Examine opinions and concepts and encourage discussion

Develop awareness, respect and responsibility for oneself and for others

Promote the skills necessary for effective communication

Encourage positive behaviour

Equip each child with the assertiveness skills necessary to enable them to make choices

The Aims of Sex and Relationships Education at Combe are:

To develop knowledge and understanding about growth and development and human reproduction;

To promote the value of loving relationships and of family life;

To foster self-esteem, self-awareness and a sense of moral responsibility;

To develop the skills to avoid and resist unwanted sexual experience

To encourage exploration of values and attitudes, consideration of sexuality and personal relationships and the development of communication and decision making skills.

Contents and delivery of the SRE programme

At Combe SRE is taught at a level appropriate to the age of the children incorporating relevant aspects of the non-statutory framework for Personal, Social and Health Education and Citizenship (PSHCE) and the National Curriculum for Science.

The Learning Outcomes for SRE are taken from the non-statutory framework for PSHCE and the National Curriculum for Science. The latter are marked with an * and are compulsory.

By the end of KS1 pupils will be able to:

Recognise and compare the main external parts of the bodies of humans;*

Recognise similarities and differences between themselves and others and treat others with sensitivity;*

Identify and share their feelings with others;

Recognise safe and unsafe situations;

Identify and be able to talk with someone they trust;

Be aware that their feelings and actions have an impact on others;

Make a friend, talk with them and share feelings;

Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

Pupils will know and understand:

That animals, including humans, move, feed, grow, use their senses and reproduce;*

That humans and animals can produce offspring and these grow into adults;*

About safe places to play and safe people to be with;

The needs of babies and young people;

Ways in which they are alike and different from others;

That they have some control over their actions and bodies;

The names of the main external parts of the body including agreed names for sexual parts;

Why families are special for caring and sharing.

Pupils will have considered:

Why families are special;

The similarities and differences between people;

How their feelings and actions have an impact on other people.

Sex and Relationships Education will be taught within a supportive atmosphere where pupils feel comfortable and able to express their feelings. A variety of teaching strategies and activities will be used, such as:

Role play

Discussion

Brainstorming

Displays

Visits and visitors

Photographs

Audio visual aids

Circle time

Fiction and non-fiction texts

Assessment

Assessment in sex and relationships education should:

Be planned from the beginning as an integral part of teaching and learning;

Provide regular opportunities for pupils to give and receive feedback on their progress and achievements, helping them to identify what they should do next;

Involve pupils in discussion about learning objectives and desired outcomes.

Teachers may use the following methods to assess learning:

Self-assessment with pupils writing and drawing an evaluation of their feelings about their learning;

Teacher assessment with teachers observing and listening to the pupils' responses, or assessing their written work, drawings, role play or drama.

Monitoring

Monitoring of sex education will be part of the school's on-going monitoring programme linked to the School Improvement Plan. As such monitoring will include:

Observing lessons

Monitoring lesson plans

Gathering evidence through staff and pupil questionnaires

Sampling evaluations and assessments.

Roles and Responsibilities Governors

The Governing Body will:

Ensure the legal framework is followed;

Ensure that all SRE is placed in the context of moral values and family life;

Consult with parents on the school's policy for SRE;

Implement the SRE policy with the Headteacher;

Provide a written summary statement of the school's policy to all parents;

Include a summary of the content and organisation of SRE in the school prospectus;

Ensure all parents are aware of their right to withdraw their child from any SRE which is in addition to the National Curriculum;

Ensure the policy is reviewed regularly.

Headteacher

The Headteacher will:

Implement the Policy for Sex and Relationship Education;

Ensure that the Policy is followed;

Liaise with the governors on the teaching of the Policy in school;

Liaise with parents and any external agencies;

Provide appropriate and sufficient resources;

Ensure that the SRE Policy is reviewed as part of the school's three year cycle;

Respond according to individual problems experienced by children.

School staff, including support staff

School staff will:

Teach sex and relationship education in accordance with the SRE Policy;

Implement the agreed Scheme of Work;

Respond to the individual needs of the children, giving them relevant support should a child be experiencing difficulties;

Respond appropriately to individual questions of a sensitive nature after liaising with parents first;

Respond appropriately to those children whose parents wish them to be withdrawn from aspects of the non-statutory SRE programme.

Visitors

The school may use the School Nurse or other health professionals to enhance the delivery of the SRE programme. Any such visitor will follow the school's planned programme for SRE and copies of the school's SRE Policy will be made available to them prior to their visit.

Law and guidance on good practice

Sex and Relationships Education (SRE) is compulsory for all pupils of secondary school age, but not for pupils of primary age. However, it is recommended that all primary schools should include SRE in the curriculum.

Involvement of Pupils and Parents and the right of withdrawal

Guidance states that all parents should be consulted and involved in discussions about sex education. All parents are provided with a summary of the SRE policy and programme on admission and the complete policy is available on request and on the school web-site.

Parents have the right to withdraw their child from all or part of a sex education programme except for those parts that fall within the statutory National Curriculum and a statement to this effect is provided in the school prospectus, a copy of which is given to all parents on admission.

The request for withdrawal should be put in writing and will be put onto the child's school record.

Answering Questions and Sensitive Issues

Governors and teachers are in agreement that teachers should answer all children's questions relating to SRE in an open and factual way, taking into consideration the family background, culture, religious beliefs and pupils' differing experiences. The following ground rules have been established:

Teachers should not enter discussion about personal issues or lifestyles;

No-one (child or adult) has to answer a personal question;

Nobody is forced to take part in a discussion;

In discussion, teachers will promote the knowledge and use of 'accepted' names for external body parts (see below);

Teachers will always involve parents before answering questions of a sensitive nature;

Meanings of words are explained in a sensible and factual way.

An individual child may ask an explicit or difficult question in the classroom. Teachers will use their discretion in these situations, and may use the following strategies in responding to questions:

Reassure the child;

Try to find out why the child is asking the questions, and exactly what they want to know;

Determine the child's present level of knowledge and understanding;
Offer a simple answer, and if appropriate back up with a relevant story or picture;
If the answer required is more complex, the teacher will meet with the child's parents/carers at the end of the day to discuss the issue;
Occasionally, questions will be answered later on in the day instead of immediately, in order to find an appropriate time for responding

If children ask specific questions about the following terms, or if children use the following terms and it is felt that an explanation should be given the following definitions may be shared with the children. The guidelines for answering difficult questions will be followed in all cases (see above).

Lesbian/Gay/Homosexual

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Our basic response will be that all families are different. Some children have a mum and a dad as their parents; some children have just a mum or a dad; some children have two mums and some have two dads. If a family has two mums or two dads we call those parents gay and/or lesbian or homosexual depending on their gender.

FGM (female genital mutilation)

At Combe we answer any questions that arise with age appropriate factual responses including the illegality of practices in the UK. (reference to the Safeguarding Policy)

AIDS/HIV

We all have 'germbusters' in our body which help us to fight germs. However, there are some germs called HIV which fight germbusters and destroy them. If someone has HIV and they get ill their germbusters cannot fight the germs. This illness is called AIDS.

Sex

'Sex' is whether you are male or female.

Sexy

'Sexy' means attractive and is a word used by adults, not children.

Naming body parts

As a staff, the issue of naming body parts has been discussed, and it is felt that it is appropriate to teach the proper names of sexual organs as part of the sex and relationships education programme.

Definition of the family

Teachers will base work on families and family life on the following definition of a family: "A family is a nurture group of significant individuals who care for one another".

This definition in its wording above is for the teachers' own use and will not be shared with the children. In order to show due regard for family life, staff will ensure that they have knowledge about the children's backgrounds, and will respect each child's individual circumstances, without making value judgements.

Inclusion

In support of the school policies for Race Equality, Equal Opportunities and Inclusion, all pupils, regardless of age, ability, gender or race have the same opportunity to benefit from SRE, resources and teaching methods.

Confidentiality

Although an atmosphere of trust is encouraged teachers will not offer pupils or their parents/carers unconditional confidentiality. Information about behaviour likely to cause harm to the pupil or to others will be passed on to the appropriate agency via the Headteacher as the designated Child Protection Officer.

Child Protection procedures will be followed.

Review and Evaluation

The Governors are responsible for overseeing, reviewing and organising the revision of the SRE Policy.

OfSTED is required to evaluate and report on the spiritual, moral, social and cultural of pupils. This includes evaluating and commenting on the school's SRE Policy, and on support and staff development, training and delivery.

Policy Review and Consultation process

The policy will be reviewed by staff and The Staffing and The Governing Body and will be made available to parents as part of the consultation process.

Sex and Relationship Education Guidance: DfEE July 2000

Sex Education Guidelines: West Sussex LEA

Sex and Relationships: OfSTED 2002

Framework for Personal and Social and Health Education and Citizenship at KS1: 1999

National Healthy School Standard

The Education Acts 1986, 1988, 1993 and 1996

National Curriculum Programme of Study for Science

School policies and schemes of work for Science and PSHE









