



St Mary's C of E Lower School
Sex and Relationships Education (SRE) Policy

Introduction (developed from: Sex and Relationships Education Guidance 2000:

Effective SRE is essential if young people are to make responsible and well informed decisions about their lives. It is firmly rooted within the framework for Personal Social Health and Citizenship Education (PSHCE) and Values Education which help pupils develop the skills and understanding they need to live confident, healthy and independent lives. It will play an important role, alongside other aspects of the curriculum and school life, in helping pupils deal with difficult moral and social questions.

The objective of SRE is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHCE and Values Education, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

Aims:

The school aims to provide a graduate, age-appropriate, SRE programme emphasising the social and emotional aspects of relationships.

Education about relationships for 2 years 7 months to 7 year olds will focus on the building of self-esteem and confidence by encouraging learners to:

- Respect, value and care for themselves and others
- Value, recognise and communicate their feelings
- Form friendships and relationships
- Respect boundaries – their own and other peoples
- Developing a healthy lifestyle.

SRE will teach 7-9 year olds to understand:

- The range of their own and others' feelings and emotions
- The importance of personal safety and what to do or to whom to go when feeling unsafe
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and social media

Planning the curriculum:

SRE is delivered through:

- Early Learning Goals for Reception
- National Curriculum Science 2014:
 - Key Stage 1: Animals including humans
 - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
 - Notice that animals, including humans, have offspring that grow into adults
 - Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
 - Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
 - Key Stage 2: Animals including humans
 - Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
 - Describe the life process of reproduction in some plants and animals
 - Describe the changes as humans develop to old age
 - Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.*
- PSHCE/Values Education.

*This will be taught at Middle School

The organisation of SRE:

Co-ordination:

SRE is co-ordinated by the Values/PSHCE Co-ordinator (Mrs. Burraway). She is responsible for the overall planning, implementation and review of the programme. The Values/PSHCE Co-ordinator monitors the planning and delivery of content, provides appropriate resources, and offers guidance and support in the delivery and assessment of SRE.

The Values/PSHCE Co-ordinator will endeavour to keep updated with materials and guidance for SRE, in line with other curriculum areas. The school will support this by ensuring time to attend appropriate training and then cascade this to other staff.

Staffing:

Class teachers will deliver SRE in the main with support and training.

Visitors:

We welcome the support of visitors offering specialist support and links with the community. The school nurse, other health professionals etc, may be involved at different stages of teaching.

Role of governors:

The governors must be consulted on this policy and ratify it.

Curriculum delivery:

- Some designated SRE curriculum times, which provide focused opportunities for raising specific issues in a safe and structured session
- Cross-curricular links will also be delivered in Science, Computing, R.E., Humanities and Literacy
- Circle-time, planned to support the delivery of Values Education/PSHCE, may also be used to cover some of the SRE programme.

Inclusion:

- Children with Special Educational Needs are considered in all stages of SRE work and any appropriate provision will be made to engage them in sessions.

Parents have the right to withdraw their children from SRE that is not linked to the National Curriculum Science programmes of study.

Recording and assessment:

In addition to normal pupil self-assessment, teachers will assess pupils through informal methods, such as observations and discussions with a particular focus. Any recorded work will be kept in a relevant location (Topic books etc).

Monitoring and evaluation of the SRE curriculum:

The review and monitoring of this policy is the responsibility of the Values/PSHCE Co-ordinator and will include:

- Review of planning and guidance
- Liaison with class teachers
- Classroom observations/learning walks
- Carrying out a regular audit of provision in order to ensure we are meeting the needs of our pupils and delivering an effective programme
- Time for the co-ordinator to carry out the above.

Teachers and pupils will evaluate the lessons to aid future planning.

Confidentiality and Child Protection:

Our school is committed to acting in the best interest of all the individuals within the school community. Pupils will be told, when necessary, in age and maturity appropriate language, that staff can keep confidentiality except when staff are concerned about their safety or that of another child.

Staff are aware that teaching SRE can lead to pupil disclosures of abuse. All staff and visitors involved in the delivery of SRE are also clear that they cannot offer or give unconditional confidentiality to children in the

school. Staff are also aware of school child protection procedures, based on local guidance, that there is a designated person to turn to with concerns (Headteacher or Deputy Headteacher).

Liaison with parents and carers:

Our school would like to share responsibility with parents and carers in the delivery of SRE. We are confident that good communication and sharing our aims and purpose of SRE will enable parents/carers to support our SRE programme.