



Blackshaw Lane
Primary & Nursery School

Sex and Relationships Education
(SRE)

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1. OVERVIEW

Sex and Relationships Education within our school aims to provide opportunities for pupils to develop the skills, knowledge and understanding they need to lead confident, healthy, independent lives and become active and informed citizens. Information will be delivered in an accepting and honest way, which enables young people to contribute, and as deemed age-appropriate. This document outlines our school procedures and curriculum links in order to achieve this.

This policy is written in line with the following documents; DfEE Guidance for Schools [0116/2000] and OfSTED 'Sex and Relationships' [2002]. This document forms part of the PSHE curriculum and should also be read alongside other policies including; Child Protection and Safeguarding, Equality Policy, Confidentiality Policy, Health and Safety Policy and Promoting Positive Behaviour. All our work is defined in our Mission Statement and in our motto of "Belong, Learn, Shine".

2. MISSION STATEMENT

Our school is a place where the community, governors, staff, parents and pupils work together to ensure all children receive a rich, inspiring, dynamic education. At Blackshaw Lane we create a happy, secure and safe environment that encourages children to be effective learners. We ensure that every child has opportunities to learn what it takes to be an all-round good citizen and achieve the life skills to succeed in modern Britain and beyond.

3. OBJECTIVES

- To ensure that all pupils have access to an appropriate Sex and Relationships Education.
- To provide parents with knowledge and understanding of the content of teaching and learning in this curriculum area.

4. SRE CURRICULUM

The SRE curriculum overlaps with parts of the core Science curriculum and PHSE and will be taught as a discrete part of these subject as oppose to a standalone subject in its own right.

When taught within these subjects SRE will focus on;

Attitudes and Values

- Learning about the values of family life and stable relationships.
- Learning the value of respect, love 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 understanding of differences and with the absence of prejudice.
- Providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions, and to manage conflict.

Knowledge and Understanding

- Information about healthier, safer lifestyles
- Physical development
- Emotions, relationships and reproduction.

In Key Stage 1, the focus will be on children being able to understand the importance of:

- Self esteem
- The concept of growth and change
- Showing respect
- Relationships – family, friends; understanding others and respecting difference
- Feelings
- Knowing the correct names for the external parts of the body
- Personal hygiene
- Knowing places that are safe and where to go for help
- Making safe choices – saying no, when to keep a secret, when to tell
- Knowing that we have rights over our own bodies

In Key Stage 2

- Life changes
- Self esteem
- Respect for their own and others bodies
- Recognising risk/making safe choices
- Resisting unwanted peer pressure
- The influence of the media
- How to access help
- Feelings and emotional change (linked to puberty)
- Bullying
- Relationships (family, friends, love, marriage)
- Understanding differences
- The process of reproduction (flowers)
- How the body changes during puberty

5. ORGANISATION AND DELIVERY

SRE will be taught to class groups, with provision for single-sex groups as appropriate. The school nurse regularly supports the delivery of the SRE curriculum. Other agencies/ visiting speakers may be invited to input into the programme. All linked agencies, as above, will be appraised of this policy and where they fit within the planned programme; there will be discussions before any input, including on confidentiality issues, and joint evaluation afterwards. No visitor will work with pupils in a classroom situation without a teacher present.

Teachers will answer pupil questions appropriately and using their professional judgement, in line with this policy. There is no expectation that any teacher delivering SRE will automatically answer pupil questions, as this may infringe personal boundaries. However, in this instance, pupils will be advised to talk to their parents, another member of staff, or advised as to where they may be able to access information e.g. help lines, websites, leaflets etc. The programme will be monitored as an ongoing part of the process by both teaching staff and pupils. (See later section).

The school ensures the sensitive delivery of SRE. We understand that there are parts of the curriculum that may require a specific discussion about the suitability of lesson content for some of our children for various reasons.

6. WITHDRAWAL

Parents have the right to withdraw their children from any SRE that falls outside of the statutory curriculum (Education Act, 1996- they cannot withdraw from human reproduction as in NC Science, for example.) Any parents expressing concerns will be invited into to school for discussions with the head teacher and teacher responsible for delivering the programme, and to view materials and resources. Should they still decide to exercise this right school will make provision for the supervision of the child. The parent will be advised that they have an obligation to provide the information at home using information available from the DfE.

7. MONITORING AND EVALUATION

Both the policy and classroom delivery will be monitored and evaluated as part of the regular cycle of self-review.

Procedures will include:

- Parents will be given the opportunity each year to review the taught programme and give feedback.
- Evaluation by pupils of both individual sessions and the whole programme focussing on the learning outcomes.
- Departmental evaluation of the programme linked to individual teacher feedback.
- The policy will be reviewed, after consideration of all of the above, at least every three years and ratified by the appropriate governing body member or committee.

8. SUPPORT AND TRAINING

All staff will have the opportunity to attend awareness-raising sessions and to discuss whole-school issues. Appropriate staff training will be provided where specific needs are identified.