

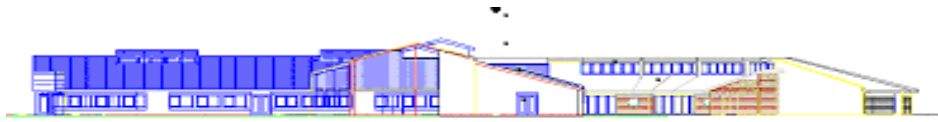
Redhill Primary School

Relationship and Sex Education **Policy**

Signed

A handwritten signature in blue ink, appearing to read 'A. Jenkins'.

Mr Adrian Jenkins, Chair of Governors



This policy was reviewed in light of Latest guidance re SRE in DfE : *Government response :*

Life lessons: PSHCE and SRE in Schools July 2015.

It should be read in conjunction with:

PSHCE policy

Safeguarding & Child Protection Policy

Behaviour policy

E-Safety Policy

Health & Safety Policy

Equal Opportunities Policy

Definition

SRE is: 'Life long 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' (Sex and Relationship

Education Guidance, DfE 0116/2000).

Legal obligations

All schools in England and Wales have a legal responsibility to provide a 'sex education' curriculum.

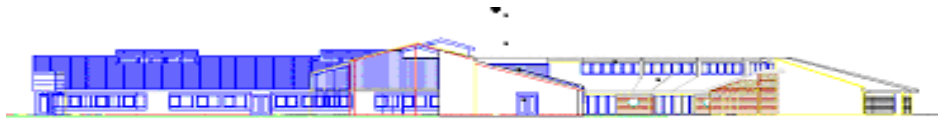
They also have a responsibility to keep an up to date written statement of the policy they choose to

adopt and this must be available to parents. Parents have a right to withdraw their children from 'sex education' lessons, which fall outside those aspects covered in the National Curriculum Science.

Partnership with parents/carers

Most of a pupil's informal sex and relationships education occurs within the family and the school's programme will complement and build on this in co-operation with families .

Parents/carers have the right to withdraw their child from some, or all, SRE lessons but not statutory science lessons. If a parent/carer wishes to withdraw their child they need to have a discussion with the Head teacher, so that he/she can be made aware of the reasons and provide alternative arrangements.



All parents are made aware of our SRE programme and materials are readily available to view.

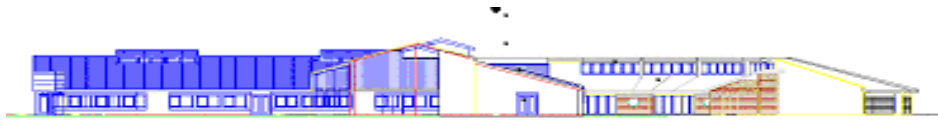
Aims:

- To create an atmosphere where questions and discussion on SRE matters take place without
- embarrassment
- To develop respect for each other as individuals, and to encourage both genders to
- understand one another
- Pupils develop the confidence to communicate and reflect on their feelings about SRE
- Understand the importance of respect, trust, love and intimacy in relationships
- To appreciate the value of family life, marriage and the implications of parenthood
- Understand about different types of families
- Develop positive attitudes, values, integrity, self respect and self esteem
- Explore other people's attitudes and values
- Challenge and reduce discrimination based on sexual orientation and gender
- Address sexist, sexual, homophobic and transphobic bullying
- Gain knowledge and understanding about puberty and the changes that will take place
- Gain knowledge and understanding about reproduction and sexuality
- To counteract myths: correct misunderstanding they may have gained from the media and
- peers
- To be aware of the law on sexual behaviour, consent and abuse
- Seek information and advice when they need help

Principles

We believe that:

- the children have a right to accurate information to dispel the anxiety, guilt and dread that can be the result of the hotchpotch of half-truths and mixed messages that 'informally' gathered information can provide.
- all questions should be answered honestly, sensitively and professionally giving due regard to the maturity of the child, religious and cultural factors and where practicable in accordance with the parents' wishes
- sex education must as far as reasonably practicable be taught in a manner that encourages due regard for moral considerations and the value of family life
- we must however be sensitive to the experiences of family life which the children have had and not make judgements or leave any child feeling that their family is 'not normal or wrong in some way'
- we must establish a broad perspective and open context for the discussion of morals, values and attitudes and provide the opportunity for children to hear and consider the views of their peers and gain support and confidence from them.



- we must offer parents the opportunity to view materials and resources used in our scheme of work.
- we must encourage the involvement of other professionals e.g. School Nurse, Local Health Authority, Shropshire Centre for Health Promotion at Cross Houses Hospital, etc.

Through our PSHCE and SRE programme we promote a Sex and Relationships Programme that is relevant and sensitive so all young people leave school prepared for life in Modern Britain. At Redhill Primary School we believe that high quality PSHCE and SRE have a vital role to play in providing a curriculum for modern life by:

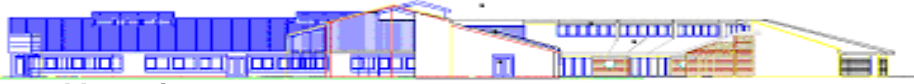
- Learning and understanding physical development at appropriate stages.
- Knowing how and where to gain information and support.
- Keeping themselves and others healthy and safe.

Attitudes and values

- Valuing themselves as unique individuals
- 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.
- 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 an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Communication.
- Decision making and assertiveness.
- Learning how to recognise and avoid exploitation and abuse.



Teaching and Learning

SRE is taught through the Living and Growing Channel 4 programme.

LIVING AND GROWING PROGRAMME as recommended by Telford and Wrekin:

Key Stage One: Year Two Unit 1

Key Stage Two Year 5 unit 2 Year 6 Unit 3

Wherever possible the class teacher delivers the programme within a normal school day therefore enabling children's questions to be asked in a familiar and comfortable setting.

Each class has a question box allowing for questions to be asked anonymously and for the teacher to give age appropriate answers. Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and refer to SLT any concerns.

SRE is also part of our National Curriculum Science programme. Other aspects are taught mainly in PSHE & Citizenship lessons and lessons on relationships occur also in English and RE.

Through planned lessons in the curriculum as well as through wider school activities such as assemblies, children are able to develop their ideas, knowledge and skills gradually and appropriately.

Teaching strategies

In our school we focus on teaching SRE in the context of relationships using a variety of formal and informal opportunities and strategies. This helps children to develop their self-esteem and emotional well-being, and to form and maintain worthwhile and satisfying relationships, which are based on respect for themselves and for others.

As much as possible we provide an interactive learning environment which is motivating and allows pupils to practise skills as well as to gain information and knowledge. We also allow time for reflection.

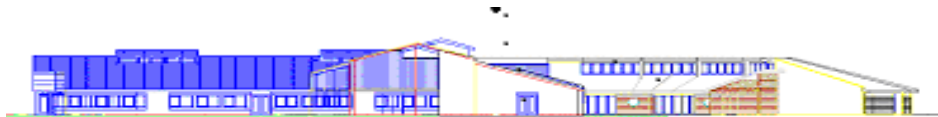
Confidentiality and child protection

All staff members and external visitors, who work with our pupils, have access to a copy of this policy and our school's Child Protection Policy.

The Head teacher or Designated Safeguarding Person have a discussion with any teaching or health professional or other adult before they start to work with our children. This is to ensure they are familiar with our policy and expectations regarding correct practice and how to respond to issues, including those that may relate to child protection matters. We make clear to pupils what our procedures are with regard to confidentiality.

Inclusion statement

In our school we have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate.



The school strongly believes that all pupils should have access to SRE that is relevant to their particular needs. To achieve this, the school's approach to SRE takes account of:

- The needs of boys as well as girls
- Ethnic and cultural diversity.
- Varying home circumstances

Staff training

All teachers and other staff members who are required to teach SRE have relevant support, training as needed and resources.

Monitoring of SRE

Monitoring cycle on teaching and learning is in accordance with our school's policy.

Implementation of our SRE programme is monitored by the Head teacher and Deputy Head and reported to the Governing body as part of their monitoring cycle.