



Stanbridge Lower School

Sex and Relationships Education Policy

October 2016

To be reviewed October 2018

1. Aims

SRE in this school will contribute to the requirements of the DFEE New National Curriculum Guidance (2013), the recommendations from the OFSTED report, "Sex and Relationships" (2002), and will be firmly rooted within the framework for Personal, Social, Health Education (National Curriculum Framework for PSHE and Citizenship) so that sex and relationships are linked to other lifestyle issues such as alcohol and drugs, and seen as an integral element of an holistic approach to young people's personal and social development . It is also in line with recommendations for best practice, as part of the National Healthy School Standard. In our school we aim through implicit and explicit learning experiences to:

- Ensure that Sex and Relationships Education is integrated into the curriculum and not isolated, taken out of context or over emphasised in any way
- Foster self esteem and respect for others as the cornerstone of good health education and of therefore, good sex and relationships education
- Nurture a partnership between caring adults - Governors, teachers, ancillary staff and parents - to ensure sensitive support for young people as they grow and mature
- Ensure young people have the ability to accept their own and other's sexuality
- Encourage young people to enjoy relationships based upon mutual trust and respect, free from any abuse
- Generate an atmosphere where questions and discussion can take place freely
- Adopt a whole school approach to SRE
- Promote the spiritual, moral, cultural. Mental, physical and social development of pupils at the school and of society
- Prepare pupils for the opportunities, responsibilities and experiences of life

The school will work towards this aim in partnership with its young people and parents.

The aim of the SRE policy is to clarify the content and the manner in which SRE is delivered in this school.

2. Rationale

Sex and Relationships Education describes the teaching and learning we offer to the young people in our school, helping them to understand their own and others feelings and bodies and to develop skills for relationships and informed decision making. We believe that SRE is the entitlement of all young people and we are committed to deliver it within the context of a broad and balanced programme of health education, supporting them in learning about different faiths and cultures and underpinned by values promoting equality and respect.

The understanding of sex and relationships is an on-going process, and needs to be age appropriate. At the earliest age in school, this means an understanding of feelings, and openness to discussion about self and others. It means awareness of bodies, similarities and differences, and the fact that we need to respect what we do with our bodies. Children need to understand the process of growing and developing, and the basis of life-cycles, and how this relates to animals and plants as well as humans.

3. Teaching and Learning

Within the taught and broader curriculum, including whole school opportunities i.e. the whole school environment, pupils will be given frequent and regular opportunities to work on feeling and to practise personal and interpersonal skills. We value and respect the learning that occurs in the community and in the home, believing that these, alongside school links, are essential dimensions of sex and relationships education. It is important to involve, whenever possible, and certainly to inform parents. Parents have the right to withdraw their child from SRE provided outside the National Curriculum Science.

SRE has three main elements:

1. 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
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision making

2. 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
- learning how to recognise and avoid exploitation and abuse

3. knowledge and understanding

- learning and understanding physical development at appropriate stages
- understanding human sexuality, reproduction, sexual health, emotions and relationships

4. Principles of Teaching and Learning

SRE is organised through timetabled PSHE lessons, Science and other curriculum subjects. All learning objectives for SRE are covered within the PSHE scheme of work and SEAL activities.

Children will be taught in their normal class group.

In all classes there are children of differing ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results
- setting tasks of increasing difficulty where not all children complete all tasks
- grouping children by ability and setting different tasks when needed
- using additional adults to support the work of individual children or small groups.

5. Assessment

Young people's progress and learning in SRE will be regularly assessed against the appropriate learning outcomes. This will be carried out through teacher plenary and be children using the traffic light cards at the end of lessons.

6. Resources

Resources are listed in the scheme of work. Teachers can use the Health for Life books and SEAL materials.

7. Confidentiality and Advice

- Making sure that pupils and parents or carers are aware of the school's Confidentiality Policy and how it works in practice
- Reassuring pupils that their best interests will be maintained
- Encouraging pupils to talk to their parents or carers and giving them support to do so
- Ensuring that pupils know that teachers cannot offer unconditional confidentiality
- Reassuring pupils that, if confidentiality has to be broken, they will be informed first and then supported as appropriate
- If there is any possibility of abuse, following the school's Child Protection Procedure
- Making sure that pupils are informed of sources of confidential help, for example, the school nurse, counsellor, GP or local young people's advice service
- Using ground rules in lessons

8. Relationships

Within the context of talking about relationships, children should be taught about a wide range of relationships and different family arrangements, and emphasising the positive qualities of family life in all its variety of forms. They must be taught to recognise the need for commitment, trust and love in meaningful relationships.

Focus on boys and young men as well as girls and young women.

The programme focuses on meeting the SRE needs of boys as well as girls.

9. Special Educational Needs

Young people with special educational needs will be given help to develop skills as part of a whole school inclusive programme. Where relevant they will be given additional support to reduce the risks of being abused and exploited and to learn what sorts of behaviour are, and are not acceptable. Work may be planned in different ways in order to meet the individual needs of young people with special educational needs.

10. Monitoring and Evaluation

- Staff will be involved in the monitoring and evaluation of SRE on a regular basis
- A nominated Governor will have a link role between the school and the Governing Body
- Children will evaluate their own learning at the end of lessons using the traffic light cards

11. Links to other Policies

These include:

PSHE and Citizenship
Equal Opportunities
Child Protection
Anti-bullying
Confidentiality
Science

Copies of these policies are available to all stakeholders of the school. They can be found in the Head Teacher's Office.

This policy will be reviewed every two years.

Rosemary Godwin
Head Teacher
September 2018

Eve Forbes
PSHE Coordinator

This policy has been read, discussed and its implementation agreed by teaching and support staff.

This policy was ratified by the Full Governing Body

Date of meeting

SignedChair of Governors