

Nettlestone Primary School



Sex and Relationships Education (SRE) Policy

Rationale

This policy was developed with teachers and governors and discussed with the SRE Ryde Cluster. It is based on a model policy that was developed at Ryde Cluster SRE meetings.

We believe that education in sex and relationship matters is the right and duty of parents but that the school has a complementary and important role to play.

We recognise that the children in our care come from a variety of social and cultural backgrounds with a range of needs and abilities and we therefore see sex and relationships education not as a separate subject, but as an area of learning which is placed in the context of the child's spiritual, moral, emotional and social development. Sex and Relationships Education provides an understanding that caring environments are essential for the development of a positive self-image and that individuals are in charge of and responsible for their own bodies and minds. In school we will encourage the acquisition of skills and attitudes, which allow pupils to manage their own relationships within a healthy, responsible lifestyle.

All children have the right to sex and relationship education regardless of age, gender, race, culture or disability.

1 Introduction

Staff, Governors and parents will work together to help pupils towards:

developing an understanding of the physical and emotional changes in themselves and others as they grow.

acquiring appropriate and correct language with which to talk about themselves changing and growing.
developing a respect for themselves and their bodies and one another, recognising and valuing similarities and differences.
recognising the importance and value of caring relationships and family life taking into consideration relationship issues.

2 Aims and objectives

We aim to offer a programme which recognises that the foundation of Sex and Relationships education is the development of self esteem and positive relationships with others.

Sex and Relationships education is linked to the wider aspects of the citizenship and PSHE curriculum as well as the science curriculum.

We aim to promote and support the spiritual, moral, cultural, mental and physical development of the children and to prepare them for the opportunities and responsibilities of adult life.

Our objectives are:

Pupils will know that human beings develop at different rates;

Pupils will know that we are all different and of equal value for which we must learn to take responsibility;

Pupils will know that we have feelings which affect others;

Pupils will know that babies have specific needs;

Pupils will be able to name all of the main parts of the human body;

Pupils will learn how to keep themselves safe;

Pupils will learn to appreciate the ways in which people learn to live and work together;

Pupils will know about the human life cycle;

Our Sex and Relationship education curriculum will provide information which is easy to understand and relevant and appropriate to the age and maturity of the children. The curriculum will promote the exploration of values and attitudes. Relationships education will be taught in themes which will be developed from year to year in greater depth.

3 Guidelines

Sex Education is not a subject which stands alone but is an on going process within the whole curriculum which deals with relationships, attitudes and feelings as well as biological functions.

Acknowledgement will be made of the pupil's different starting points.

Staff will respond to spontaneous questions naturally and truthfully if they arise during the course of normal classroom discussion in order to dispel anxieties and misinformation. (On rare occasions where a pupil shows a level of knowledge outside what would normally be expected for their stage of development, safeguarding children procedures would be followed. Parents would be informed if appropriate).

Staff will develop a programme of work which reflects the advice laid out in The Sex and Relationship Education Guidance DFEE 0116/2000 and Health Education Guidance. Pupils will follow the National Curriculum Programmes of Study for Science and the school guidelines on topics in Appendix 1, receiving knowledge and developing an understanding appropriate to their age and maturity.

Work will be integrated within the curriculum and be mainly undertaken by the class teachers in conjunction with appropriate external agencies such as the school nurse.

The views of parents, carers and governors will always be considered.

4 Ground rules

A set of Ground Rules helps create a safe environment in which teachers and pupils do not feel embarrassed about unintended or unexpected questions or comments from pupils. At the start of the academic year teachers will develop 'ground rules' that the pupils should have in class to keep themselves and the teacher safe. Once negotiated Ground Rules have been established, referred to frequently and adhered to, teachers will be more confident in creating a safe environment in which neither they, nor pupils, will feel embarrassed or anxious about unintended or unexpected questions or comments. These are some examples:

No one (teacher or pupil) will have to answer a personal question

No one will be forced to take part in a discussion (its okay to pass)

Meanings of words will be explained in a sensible and factual way

Correct names of body parts will be used by the teacher

Everyone's contribution will be valued and respected

5 Healthy Lifestyles and Sensitive Issues Guidelines

We believe that all children should be given the knowledge, skills and understanding they need to lead a confident, healthy and independent life and to become informed, active and responsible citizens. Our guidelines are designed to support teachers, assistants, parents and carers to achieve these aims. We will work with all children to help them achieve healthy lifestyles and consider sensitive issues.

6 The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex AND relationships education programme. Other people that we may call on include local clergy, social workers and youth workers.

7 Safeguarding Children

Child Protection - Teachers will refer to the school policy and the council's child protection procedures and guidelines.

Confidentiality - The limitations on confidentiality need to be made clear by teachers in line with the school's and Local Authority's procedures for Safeguarding Children. It is good practice to model and to encourage pupils during discussions not to mention people's names. Instead they share the story but not the names. Examples could be:

My friend...

I know somebody....

I read in the newspaper...

I heard that...

8 Right of Parents to Withdraw child

We recognise that parents have the right to withdraw their child from aspects of the sex education curriculum which are not detailed in the National Curriculum Science document. All parents are informed of this right when their child enters the school via the school prospectus and are offered the chance to view the appropriate documentation and to discuss their concerns with the head teacher prior to making a decision.

9 Resources

Resources may include:

Use of incubator to hatch eggs,

Farm Visits,

Encouraging children's baby siblings to visit,

Visits from pregnant mums and midwives,

Selection of appropriate books and stories for example "Helping Hands series", "Health for Life 1 and 2", "Real Health for Life" ,

Living and Growing programme for KS 1 & KS2,

SEAL materials

10 Organisation

The subject leader liaises with external agencies regarding the school sex and relationships education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

All staff are responsible for the planning and delivery of the curriculum in their own classes and for upholding the general values throughout the school. Sex and Relationship Education will not be taught as a separate subject but as an integral part of the whole curriculum and the general ethos of the school.

It is the responsibility of the head teacher to ensure that both staff and parents are informed about our Sex and Relationships Education policy, and that the policy is implemented and monitored effectively. It is also the head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

11 Monitoring and review

The governing body will monitor our Sex and Relationship Education policy on a regular basis in line with the policy review timetable. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Governing Body gives serious consideration to any comments from parents about the sex and relationships education programme, and makes a record of all such comments.

This policy was adopted by the *Governing Body* on the 12th of *March* 2009

Signed

Signed

Headteacher

Chair of *Governors*.

Reviewed:

Appendix 1
Nettlestone Primary School
Sex and Relationships Education themes

Reception

People in my life; what they do for me and what I do for them
My moods; what / who makes me happy, sad, angry, etc
Friendships
My body and other people's bodies - similarities and differences,
The beginning of life - me, animals and plants.
Growth - in people, animals and plants
Keeping healthy - washing hands, drinking water, healthy eating

Year 1

Friendships
Special people
Keeping safe
Healthy eating, personal hygiene and exercise
Human have needs
Changes as we grow
Choices we make
Medicines

Year 2

Choices we make
Changes as we grow
What do animals need?
Keeping safe
Healthy Lifestyles
Diversity - How am I similar/different from others
Likes/dislikes
Alcohol
Medicines
Risk taking

Year 3

Feelings - things which make me happy, embarrassed, scared, etc - coping
with negative feelings

Difficult situations - teasing and bullying

Healthy eating and exercise

Basic human needs

Rights and responsibilities

Risk taking

Year 4

Diversity - tolerance and respect for differences

Changes in my own body and in those of others; this will include menstruation

Keeping healthy - exercise and diet

Keeping safe - including internet safety talk, medicine and drugs

Friendships - keeping friends, losing friends

Making decisions - how it effects me / others

Varied lifestyles in the class and wider community

Appropriate relationships

Why people get married

Peer pressure