

Edale Rise Primary and Nursery School

Sex and Relationships Education Policy



Sex and Relationships Education (SRE) is lifelong learning about physical, moral, and emotional development. This policy has been developed in consultation with the PSHE co-ordinator, the Head Teacher, school staff and the Link Governor

SRE aims to:

- support children through their physical, emotional, spiritual and moral development, as well as preparing them for responsibilities and experiences of adult life. It aims to give children knowledge and skills so that they can make informed decisions about their own health.
- provide learning opportunities appropriate to pupils' age, ability, gender and level of maturity and vulnerability.
- teach children about the nature and importance of stable relationships and family life, without judgements on home circumstances.
- help pupils to acknowledge differences between individuals and develop respect for themselves and others.

The key objectives of SRE will be to:

- impart knowledge
- promote caring relationships
- make young people aware of their rights, especially in relation to their bodies
- enable the development of social skills

The SRE curriculum:

SRE is a central strand of PSHE. Elements of SRE are taught across all phases. The principal elements of SRE are as follows:

Attitudes and Values

- learning the value of family life and the importance of love, care and respect in relationships
- exploring, considering and understanding moral dilemmas and 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
- developing the confidence to talk about feelings and relationships
- learning to make choices based on an understanding of difference and without prejudice

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- developing an appreciation of the consequences of choices made
- managing conflict and learning how to recognise and avoid exploitation and abuse.

Knowledge

- naming parts of the body, including sexual parts and describing how the body works
- Puberty and Sex Education sessions with School Nurse (upper KS2)

Discussion and Reflection

- drawing on previous knowledge to develop understanding
- practising social and personal skills
- considering beliefs and attitudes about different topics
- reflecting on new learning

Teaching and Learning

Teachers are responsible for delivering the SRE curriculum, along with other professionals, such as the School Nurse. All staff are responsible for implementing this policy in school.

SRE is taught in PSHE, with some objectives being covered by the Science curriculum.

The following strategies may be used:

- establishing ground rules with pupils, ensuring that they listen to and respect the views of others
- using puppets, role play, video characters, to depersonalise discussions.
- dealing with unexpected questions in a way agreed by all staff.
- using discussion, role play, drama and theatre groups.
- encouraging reflection on what has been learned.

Equal Opportunities:

This school ensures the entitlement of all pupils to SRE and plans lessons appropriate to their age, ability, maturity, faith and individual circumstance.

Parents:

Parents are consulted and informed about SRE. Parents have the right to withdraw their child from the PSHE element of SRE but not from the Science. Any parent wishing to do this must speak to the Head Teacher.

Confidentiality:

All staff involved in SRE understand the boundaries of their legal and professional roles and responsibilities. Teachers may not offer or guarantee unconditional confidentiality.

Teachers will discuss confidentiality with pupils and parents, making the above clear.

Teachers will reassure pupils that if confidentiality has to be broken, they will be informed first and supported as appropriate.

Safeguarding:

Teachers are aware that effective SRE, which brings an understanding of what is and is not acceptable, may lead to disclosure of a safeguarding nature. Everyone involved in SRE will be alert to signs of abuse and report concerns or suspicions as outlined in the Safeguarding Policy.

Monitoring and review:

The SRE policy and curriculum will be reviewed by staff and the Link Governor as part of the PSHE policy.

Appendix 1:

DFEE SRE Guidance 2000 P.13 states that 'The Secretary of State for Education and Employment is clear that teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.'

Appendix 2:

Dealing with Sensitive Issues

- If a question is personal, staff will remind pupils of the ground rules around listening and responding with respect. If the question is very specific staff may involve parents. If a question raises concerns about sexual abuse, teachers will follow the school's agreed safeguarding procedures.
- If the teacher does not know the answer then he or she will acknowledge this and seek advice before returning to the pupil.
- If the question is inappropriate in a whole class setting or raises concerns, the teacher should acknowledge it and promise to attend to it on an individual basis.
- Teachers will give pupils the opportunity to ask questions in a variety of ways, whole class, small groups and on a one to one basis