



Sex and Relationships Education Policy

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Rationale:

Sex and Relationships Education describes the teaching and learning we offer at Silsoe Lower School, helping pupils to understand their own and others sexuality 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.

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships.

Context:

SRE in this school will contribute to the requirement of the DFE Sex and Relationship Education Guidance 2000, the recommendations from the OFSTED Report, 'Sex and Relationships' 2002 and will be firmly rooted within the framework for PSHCE and the New National Curriculum 2014. It is also in line with recommendations for best practice, as part of the National Healthy School Standard.

Aims:

We aim to ensure that: -

- all pupils develop confidence and self-esteem through talking, listening and thinking about feelings and relationships.
- all pupils learn to name parts of their bodies and to be able to describe how their bodies work.
- all pupils learn how to protect themselves and to feel confident to ask for help and support.
- all pupils are prepared for puberty before they experience the onset of physical changes by generating an atmosphere where questions and discussion on sexual matters can take place without embarrassment.
- we nurture a partnership between caring adults; governors, teachers, teaching assistants and parents to ensure sensitive support for children as they grow and mature.
- we promote the spiritual, moral, cultural, social, physical and mental development of pupils.
- SRE is integrated into the curriculum and not taken out of context or over-emphasised in any way.
- The delivery of SRE will be differentiated to meet the pupils' age, ability, gender and maturity levels.

Implementation:

The majority of the teaching of SRE will be as part of science lessons, through PSHCE sessions and termly topics. In the early years we focus on the teaching of friendship, anti-bullying and promoting self-esteem and confidence. During the final term of year 4, there will be a discrete lesson on the teaching of the onset of physical changes to the body in order to prepare children for puberty. This is an age-appropriate lesson delivered privately to each gender. Our focus will always be to develop pupils' values, attitudes, personal skills and understanding of how to keep safe.

Teaching and Learning:

Within the taught and broader curriculum, including whole school opportunities, pupils will be given frequent and regular opportunities to work on feelings 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 that is 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 the 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 and of managing conflict
- learning how to recognise and avoid exploitation and abuse

3. knowledge and understanding

- learning and understanding physical development/changes at age appropriate stages

Learning Outcomes:

By the end of Key Stage 1 pupils will be able to;

- recognise and compare the main external parts of the bodies of humans
- recognise the similarities and differences between themselves and other and treat others with sensitivity
- identify and share their feelings with others
- recognise safe and unsafe situations
- identify and be able to talk to someone they trust
- be aware that their feelings and actions have an impact on others
- make friends, talk to them and share feelings
- apply simple rules for dealing with strangers and resist pressure when they feel vulnerable or at risk

Key Stage 1 pupils will learn;

- that animals including humans grow and reproduce
- that humans and animals can produce offspring and these grown into adults
- the basic rules for keeping themselves safe and healthy
- about safe places to play and safe people to be with
- about the needs of babies and young people
- ways in which they are like and different from others
- that they have some control over their actions and bodies
- the names of the main external parts of the body including agreed names for sexual parts
- why families are special and caring

Teaching approaches in Key Stage 1;

- through whole class science and PSHCE lessons and topic work including circle time
- where appropriate or when deemed necessary; discussions with individual pupil

During Key Stage 2 pupils will be able to;

- express opinions about issues such as relationships and bullying
- listen to and support others
- respect the viewpoints and beliefs of others
- recognise their changing emotions and be able to express their feelings positively
- identify adults they can trust and from whom they can seek help
- be confident in a wide range of new situations such as moving schools and making new friends
- recognise their own worth and identify positive things about themselves
- form opinions and express these clearly to their peers and teachers
- discuss moral questions

- try to see things from other points of view
- recognise and challenge stereotypes for example in relation to gender
- recognise the pressure of unwanted physical contact and know ways of resisting it

Key Stage 2 pupils will learn;

- that reproduction is a key life process
- about the main stages in the human life cycle
- about keeping themselves safe
- that their actions have consequences and to begin to anticipate the results of their actions
- about different forms of bullying and the feelings of both bullies and victims
- how being different can provoke bullying and how this is unacceptable
- about different family arrangements and customs and how to accept them
- the centrality of love and trust in all established relationships
- about the emotional and physical changes of puberty (summer term of year 4)

Teaching approaches in Key Stage 2;

- through whole class science and PSHCE lessons and topic work including circle time
- where appropriate or when deemed necessary; discussions with individual pupil
- group or paired discussions, forums, debates and presentations
- a discrete lesson in the final half term of year 4, to inform the pupils about the bodily and emotional changes of puberty in order to prepare the pupils before the onset of puberty and prior to transitioning to middle school
- instilling understanding of a request from some pupils to get changed in a separate place from the whole class

Working with Parents

We strive to work in partnership with parents and carers to provide effective SRE. Parents need to know that the school's SRE programme will complement and support their role as parents.

We are always willing to discuss any issues worrying individual parents and appointments can be arranged with the Head Teacher if necessary. Parents are welcome to view any teaching materials. Parents have the right to withdraw their child from SRE provided it is outside the National Curriculum science delivery.

During the summer term we hold an information session for parents about the content of our session on the emotional and physical changes of puberty.

Confidentiality and Advice

Pupils, parents and carers will be made aware of the school's policy on confidentiality. This will involve;

- reassuring pupils their best interests will be maintained
- encouraging pupils to talk to parents and carers and giving them the support to do so
- ensuring pupils know that teachers and teaching assistants 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 we will follow the school's Safeguarding and Child Protection Procedures
- making sure that pupils are informed of sources of confidential help, for example; the school nurse
- using ground rules in any class discussion.

SEND (Special Educational Needs and Disability)

Young people with SEND will not be withdrawn from SRE but will be given help to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are and are not acceptable. Where necessary, work will be planned in different ways in order to meet the needs of young people with SEND.

Monitoring and Evaluation

The success of this policy will be judged by the confidence of pupils in dealing with relationships and by their growing self-awareness. Teachers and teaching assistants will analyse contributions to discussion and circle time activities in addition to analysing the factual knowledge communicated in science, RE and Humanities lessons.

The policy will be included in the school prospectus and parents' views will be considered.

The PSHCE Leader will report progress to the Governing Board and the Governing Board will review this policy every three years.

The named member of staff with responsibility for SRE is Mrs. Sonia Shires.

Resources

SEALS resources, photo cards and posters, access to the School Nurse when appropriate.

See resources list in the school PSHCE policy

See Also: Behaviour Policy
 SEND Policy

Equal Opportunities Policy
Anti-Bullying Policy
PSHCE Policy
Drugs Education Policy