

SOUTH DARLEY C.E.
PRIMARY SCHOOL



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SOUTH DARLEY C of E PRIMARY SCHOOL

SEX AND RELATIONSHIP EDUCATION POLICY (SRE)

Person/Committee responsible for reviewing/updating this plan	Governing Body
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Date of Review	Governors Meeting Reference Number	Approved by name	Chair Signature
14.07.14	FGM140714G9.4	A Jordan	

Sex and Relationship Education Policy (SRE)

Excellence and Enjoyment

'Helping children to develop as confident, enthusiastic and effective learners is a central purpose of primary education.'

The following policy is based on a shared vision that fully supports the philosophy of *Excellence and Enjoyment*, particularly the belief that teaching and learning is 'shaped by an understanding of what children can achieve and by teaching that meets their individual needs as learners.'

Excellence and Enjoyment, 2004

Rationale

At South Darley C.E. Primary School, we believe that 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. It is about the teaching of sex, sexuality and sexual health.

Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

(Sex and Relationship Education Guidance (DfEE 0116/2000))

Aims

The aim of SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour.

This should take place with consideration of the qualities of relationships within families.

The objectives of Sex and Relationship Education are;

- To raise pupils' self esteem and confidence, especially in their relationships with others;
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To respect and care for their bodies
- To be prepared for puberty and adulthood

Morals and Values Framework

Our approach to SRE will be conducted within a clear morals and values framework based on the Christian ethos of our school, and the following principles:

- The value of stable and loving relationships.
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion.
- The right not to be abused by other people or be taken advantage of.

We also believe that pupils have an entitlement to:

- Age and circumstance appropriate SRE.
- Access to help from trusted adults and helping services.

Parental Consent

We will:

- Consult with parents and carers on all matters of sex and relationships education.
- Use trained teachers to deliver the curriculum
- Listen to the views of the children in our school regarding sex education.

Teaching and Learning

As part of the 2014 National Curriculum in Science we will teach Year 5 and 6 pupils about “different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.”

Biannually the school nurse will deliver sex education sessions to years 5 and 6, so that all children will have an opportunity to access the sessions as they go through the school.

In PSHCE, we will also teach children about relationships, and we encourage children to discuss the relating issues.

The materials and resources used in school are available for parents to view.

Equal Opportunities

We will provide the same educational opportunities and experiences for all children, regardless of disability, gender, ethnic origin or ability.

Inclusion

‘Mainstream schools and special schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in sex and relationships education. Sex and relationship education should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives’.

DfEE SRE Guidance, July 2000

Young people may have varying needs regarding SRE depending on their circumstances and background. The school strongly believes that all students should have access to SRE that is relevant to their particular needs. To achieve this, the school's approach to SRE will take account of:

- The needs of boys as well as girls.
- Ethnic and cultural diversity.
- Varying home backgrounds.
- Special educational needs.
- The teaching programme for Sex and Relationship Education (We intend that all pupils shall experience a programme of SRE at a level which is appropriate for their age and physical development, with adaptations for those whose cognitive development is particularly slow).

Monitoring

The programme is regularly monitored by the Headteacher. The views of pupils and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis.

Resources

We will use resources provided by the school nurse, which will be available for parents to view

Role of parents and carers

The school is aware that the primary role in children's sex education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents and carers of children at our school, through mutual understanding, trust and cooperation.

To promote this objective, we:

- Inform parents and carers about the school's sex education policy and practice.
- Answer any questions that parents or carers may have about the sex education of their child.
- Take seriously any issue that parents or carers raise with teachers or governors about this policy, or about the arrangements for sex education in the school.
- Encourage parents and carers to be involved in reviewing the school policy, and making modifications to it as necessary.

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

Parents and carers have the right to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents/carers in this regard.

Role of Headteacher/Governors

The role of the Headteacher/Governors is to monitor the Policy and Curriculum to ensure they meet the statutory and local requirements and school agreed priorities.

Evaluation and Review

The staff and governors will evaluate the policy's contents and its impact on staff well-being, classroom and school ethos.

It will be reviewed as part of the school's cycle of policy review.

Policy approved by staff: 14th July 2014

Policy adopted by governors: 14th July 2014