



Shottery St Andrew's CE Primary School Policy for Sex and Relationship Education (SRE)

This policy is a statement of the aims, principles and strategies for the delivery of SRE at Shottery Primary School.

As a primary school, SRE is not a compulsory element of the National curriculum. As such we do not teach specific SE lessons, although specialist agencies may be used to provide one-off information sessions for years 5/6 (parents will be informed of these in advance and may withdraw their children from these) . Pupils will encounter aspects of SRE through science and through values and relationships education in PSHE; sensitivity will always be shown towards children's personal home/ family situations.

Some of the values we will promote during PSHE are:

- respect for oneself and other people
- taking responsibility for one's actions in all situations
- honesty and loyalty in relationships
- the importance and responsibilities of the family unit for all members
- sensitivity towards the needs and views of others
- to recognise the physical, emotional and moral implications, and risks, of certain types of behaviour
- to recognise and accept the differences of others.

Initial Draft Written: January 05

Last review : September 2014 and then every 3 years.

This review Autumn 2016

Objectives

- to generate an atmosphere where should they wish to, questions of a sexual nature can be asked and answered openly without embarrassment and trust and confidentiality are ensured
- to enable pupils to develop knowledge, communication skills and understanding in order to facilitate personal decision-making within a relationship
- to enable pupils to understand the impact of external factors, such as the media, Internet, peer groups and remain independent decision-makers
- to enable pupils to develop the ability to form positive, non-exploitative relationships
- to enable pupils to be aware of personal, psychological, emotional and physical changes in themselves and others
- to enable pupils to understand the process of human reproduction
- to emphasise the role and the value of family life
- to inform pupils of where they can go for further information and advice.

Pupils will be encouraged to:

- develop confidence in talking, listening and thinking about feelings and relationships
- explore attitudes and values
- communicate a point of view clearly and appropriately and listen to the views of others
- make sensible choices about what to do in particular situations
- manage relationships with friends confidently and effectively
- act responsibly as an individual and as a member of a group
- be able to name parts of the body and describe how their bodies work
- protect themselves and ask for help and support
- prepare for puberty
- develop skills and self esteem to enter adolescence

Planning

In planning successful values teaching, teachers will ensure that pupils have a clear understanding of the ground rules and boundaries of the lesson, but within these are given opportunities to develop and reflect on skills and learning. Teachers should enable pupils to significantly develop the skills they need to establish and maintain relationships and to make informed choices and decisions.

Teaching

At Shottery Primary School we will teach SRE in both PSHE values and relationships sessions and through science. We will demonstrate good practice in SRE teaching through:

- the lesson leader having a broad and detailed understanding of the aspects of SRE they teach
- ensuring lessons have a learning intention with a clear focus
- providing children with information in a non threatening way, allaying rather than causing anxiety
- ensuring expectations of pupils are appropriate to their different levels of maturity and understanding
- creating a climate that encourages pupils to express their views and feelings and to respect the views of others, with clearly established boundaries for both courtesy and confidentiality
- teaching methods, including good use of resources, that give good opportunities for pupils to reflect on and assimilate their learning
- assessment of pupils' knowledge and understanding and, in the best practice, of the development of their values and attitudes and their personal skills.

Parents as sources of information and advice

Parents play an essential part in identifying difficulties experienced by their children and they must be seen as partners in their child's education, however, national evidence from discussion with pupils confirms that parents are less and less the pupils' main source of advice on sexual matters. Although when pupils are asked who *should be* their main source of information on sex, many of them said it should be their parents. A frequent response by pupils was that, in an ideal world, parents should be the main source, but they accepted that this was unlikely because of embarrassment on both sides. Some parents—more often fathers than mothers—are reluctant to take a greater part in talking about sex and relationships with their children because they feel they lack the necessary knowledge and skills.

Other sources of information

Many primary children are already aware of such subjects as divorce, rape and child abuse, with widespread media coverage of such subjects meaning that even very young children are likely to have been exposed to information about sexual matters. Some children find television and films, along with friends, to be important sources of information, while magazines are increasingly influential sources of information for others. Teaching staff will need to be aware of these media sources of information and messages that they carry, so that they are able to counteract misinformation and develop the foundations for understanding and positive self esteem.

Learning outcomes

The following statements are offered as target learning outcomes for SRE for each key stage. They give a basis for planning work to develop knowledge and understanding, values and attitudes and personal skills. The statutory requirements for the Science National Curriculum from which pupils may not be withdrawn are shown at the end of the document.

By the end of Key Stage 1 Pupils will be able to:

- recognise similarities and differences between themselves and others and treat others with sensitivity
- identify and share their feelings with others
- recognise safe and unsafe situations
- identify and be able to talk with someone they trust
- be aware that their feelings and actions have an impact on others
- make a friend, talk with them and share feelings
- use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

Pupils will know and understand:

- that animals, including humans, grow and reproduce
- that humans and animals can produce offspring and these grow into adults
- the basic rules for keeping themselves safe and healthy
- about safe places to play and safe people to be with
- 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 scientific names for sexual parts
- why families are special for caring and sharing.

Pupils will have considered:

- why families are special
- the similarities and differences between people
- how their feelings and actions have an impact on other people.

By the end of Key Stage 2 Pupils will be able to:

- express opinions, for example, about relationships and bullying
- listen to, and support others
- respect other people's viewpoints and beliefs
- recognise their changing emotions with friends and family and be able to express their feelings positively
- identify adults they can trust and who they can ask for help
- be self-confident in a wide range of new situations, such as seeking new friends
- recognise the pressure of unwanted physical contact, and know ways of resisting it.

Pupils will know and understand:

- that the life processes common to humans and other animals include growth and reproduction
- about the main stages of the human life cycle
- about the physical changes that take place at puberty, why they happen and how to manage them
- the many relationships in which they are all involved
- where individual families and groups can find help
- how the media impact on forming attitudes
- about keeping themselves safe when involved with risky activities
- that their actions have consequences and be able to anticipate the results of them
- about different forms of bullying people and the feelings of both bullies and victims
- why being different can provoke bullying and know why this is unacceptable
- about, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together.

Pupils will have considered:

- the diversity of lifestyles
- others' points of view, including their parents' or carers
- why being different can provoke bullying and why this is unacceptable
- when it is appropriate to take a risk and when to say no and seek help
- the diversity of values and customs in the school and in the community

In summary, in teaching SRE, Shottery Primary School will aim to:

- respond honestly and fully to the needs of young people, setting the teaching and advice within a developed moral context
- encourage a partnership between home and school to ensure that the needs of all young people are identified and met
- make sure that SRE is taught by teachers who have the necessary knowledge and teaching expertise and who want to participate in this demanding aspect of provision

Statutory requirements for Science National Curriculum 2014

Year 1: identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2: notice that animals, including humans, have offspring which grow into adults

Year 5/6: describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird

describe the life process of reproduction in some plants and animals.

describe the changes as humans develop to old age.

Monitoring and Evaluating

This policy will be reviewed every 3 years, in consultation with parents and the Governing Body. It should be viewed in conjunction with the policies for PSHE, Science and Child Protection. Any queries which arise from this policy, should in the first instance be raised with the Headteacher Mrs Sarah Marshall.

This policy should be read in conjunction with the Safeguarding policy and the Protective Behaviours Programme.