



Relationship, Development and Sex Education Policy (SRE Policy)

Rationale

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. It encourages the acquisition of skills and attitudes, which allows pupils to manage their own relationships within a healthy responsible lifestyle.

Aims

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.

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

Objectives

- To know that human beings develop at different rates
- To know that we are all different and of equal value for which we must learn to take responsibility
- To know that we have feelings which affect others and which we must learn to deal with
- To know that babies have specific needs
- To be able to name most of the parts of the human body
- To know about personal safety, including the difference between good and bad touches
- To appreciate the ways in which people learn to live and work together
- To know about the human cycle
- To develop an awareness of all caring 'family' relationships

Content of the Relationship Curriculum

The Sex and Relationships 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 and clarification of values and attitudes. Relationships Education will be taught in topics which will be developed from year to year in greater depth.

Guidelines

- Sex and Relationships Education is part of a whole school approach which should be planned and progressive within the health education of each child
- Acknowledgement should be made of the children's different starting points

- This work should be integrated within the curriculum and be mainly undertaken by the class teachers.
- The views of parents and governors will always be considered.

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. These guidelines are designed to support teachers, governors, assistants, parents and carers to achieve this aim.

We will work with children enabling them to achieve healthy lifestyles and consider sensitive issues.

Reception

- People in my life. What they do for me and I do for them.
- My moods - feeling happy, sad etc
- Friendships
- My body and other people's bodies - similarities and differences
- The beginning of life - me, animals and plants
- Growth in people, animals & plants

Key Stage One

- My moods -feeling happy, sad etc
- Friendships
- Labelling parts of the body
- How we grow, sequencing the life of a person
- Relationships - groups, community, family, school
- Females have babies whether animal or human
- Keeping healthy
- Marriage / stable relationships - links with RE
- Celebrations
- Changes as we grow
- Feelings in families
- What helps people to get on with each other
- What makes me happy
- What I like or don't like about other people
- Keeping safe
- Caring for myself - hygiene, sleep, exercise etc

Key Stage Two

- Feelings - things which make me happy, embarrassed, sad, scared etc
- Difficult situations - teasing & bullying
- Changes in my own body and in those of others e.g. menstruation
- Keeping healthy - exercise, diet
- Friendship - who our friends are & how we make and lose friends
- Making decisions - influences on me
- Keeping safe

- Varied lifestyles in the class & community - differences in others & how we feel about differences
- Appropriate relationships
- Safe use of medicines & drugs
- Keeping safe

Who will teach Sex Relationship Education?

In general, class teachers will teach the Sex Relationships Education curriculum. Support and advice will be sought from the school nurse, police officer and other outside agencies. Where a member of staff does not feel sufficiently equipped to teach the curriculum, the Head teacher will ensure that another member of staff assists. Sex and Relationships Education will generally be taught in ordinary mixed class groups. Some activities, especially in Year 4, may be covered with smaller groups, with single sex groups or through other techniques. Staff will receive training the SRE Co-ordinator and the Sexual Health Co-ordinator.

Working with Parents

Under the Education Act 1993, children may be withdrawn by their parents from parts of the Sex Relationships Education programme that are outside the compulsory elements of the National Curriculum. Parents wishing to exercise this right should contact the Head teacher to discuss the aspects of the programme causing concern. Relationships Education resources, including any videos to be shown to the children, will be made available to parents who wish to see them.

Dealing with Specific Topics

Contraception - the giving of contraception advice to pupils under the age of 16, without parental consent or knowledge would be an inappropriate exercise of a teacher's professional responsibilities, (circular 5/94)

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 before personal disclosures are made. A general rule is that any personal information about people within a group is not to be used outside the group without permission.

Lesbian and Gay Issues - individual questions from children will be answered as thought appropriate to the age of the child. Teachers have a responsibility to educate all children about the diversity within society and should not promote one lifestyle above another.

To be reviewed annually

(created by Hunnyhill Primary School adapted by Weston and Yarmouth Primary Schools).

June 2009 PB

Signed _____ Date _____

Review _____