

Sex and Relationships Education (SRE) Policy September 2014

Rationale: Netherthorpe Primary School is a caring, learning community, which promotes and nurtures the spiritual, moral, social and cultural development of all its pupils. SRE is a key element, supporting this work.

SRE is developmental, beginning at birth and continuing throughout life. It encompasses more than the simple transmission of knowledge about biological functions leading to birth; it includes work on physical, emotional, spiritual and social development.

SRE develops skills of choice, decision-making, assertiveness and communication, so that children begin to feel that they are in control of their own bodies. It enhances the development of self worth, self esteem and respect for themselves and others. It also provides opportunities for them to manage their relationships in a responsible manner.

Equal Opportunities: The availability of SRE is an entitlement for all children whose parents agree, regardless of race, culture, gender, or ability. It is an important aspect of the broad and balanced curriculum, which prepares the child for the wider world, while providing the protection of a safe environment in which to discuss sensitive issues. Differentiation, continuity and progression should be based on an awareness of individual experiences, knowledge and skills already acquired.

Parents have the right to withdraw their children from SRE lessons, other than those included in the statutory Science Curriculum. As part of the parent consultation prior to the Y5 and Y6 coverage of changes at puberty and the reproduction process, parents are invited to preview resources to be used in the teaching programme.

Aims:

The aims of the SRE policy are to:

- Prepare pupils for the opportunities, responsibilities and experiences of adult life.
- Develop skills to manage interpersonal relationships.
- Highlight natural bodily changes.
- Learn an acceptable vocabulary for parts of the body.
- Teach the nature of human reproduction in gradually increasing detail.
- Encourage a sense of personal and cultural identity, and counter gender and sexual stereotyping and negative issues.
- Build links between parents and the school.
- Explore feelings and emotions.

Broad Guidelines:

The SRE scheme of work is taken from the Cambridgeshire Scheme of Work for PSHE. However, some work will arise spontaneously from children's questions.

Some immediate issues may arise in class and some will be interconnected to other areas of the curriculum, in particular the science curriculum. There will, therefore, be flexibility in response to the needs of the children.

1. Teaching and Learning Strategies and Classroom Organisation

A wide range of teaching and learning styles will take account of the need to:

- Create an environment in which children feel confident to take part without fear of ridicule or disparagement.
- Develop individual, small group and whole class discussions.

Strategies should include:

- Clear aims in terms of knowledge, understanding and skills.
- Use of children's present knowledge and experience to promote new facts and ideas.
- Involvement of other appropriate professionals such as the school nurse, PSHE co-ordinator, LEA adviser or other member of staff such as Learning Mentor,, especially for more sensitive issues.
- Use of agreed videos and teacher's resources.
- Some specific matters relating to the onset of puberty and human reproduction, which will need to be covered in Year 5 and Year 6.
- The development of links with other curriculum areas, with the whole school ethos and school life.
- Opportunities for children to show their knowledge and understanding of the subject through a variety of ways, which could include role play, discussion, question and answer sessions, small group work, work with single sex groups where appropriate, and whole class work.

2. Differentiation

When planning and delivering SRE, we will ensure that all children, including those with special needs, or from diverse cultures, are enabled to work to the best of their ability by:

- Planning appropriate activities.
- Referring to IEP's where necessary.
- The use of drama and participatory activities that will enable children to demonstrate their knowledge and ideas unhindered by literacy difficulties.
- If necessary, children in need of support will receive help with scribing or in researching information.

3. Record-keeping and assessment

- Any changes from weekly plans will be noted on the plan with reasons shown.
- A dated record should be passed to the next class teacher at the end of the academic year. This should identify areas of the SRE scheme, which were not covered for any reason.
- Informal assessment will include: observing children working in groups, responding to questions, marking and monitoring their work.
- Annual Reports to parents/carers.

Reviewed by: Elizabeth Gray September 2014

Next review: September 2017