



Shapla Primary School

Growing Up Policy (SRE) June 2011

Rationale

We believe that Sex and Relationship Education (SRE) is an integral part of the lifelong learning process, beginning in early childhood and continue into adult life. It helps children to understand their physical, sexual, moral and emotional development, and prepare them for the changes and experiences, which they will inevitably face, and the decisions they will have to make as they grow older.

At Shapla Primary School we recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and children, and discuss the content of programmes.

We believe it is important to promote the value of family life and emphasise the importance of love and respect within stable relationships. However, we are aware that people's approach to sexual orientation can vary and there can be several different relationships that people have in their lives. We also recognise that 'family' is a broad concept. There is not just one model, e.g. a nuclear family but many different types of family structures. We therefore teach SRE without bias and encourage children to respect all views and approaches to relationships, in line with our Equal Opportunities policy.

Aims

Through age appropriate lessons, we aim to provide a safe environment where children can obtain balanced factual information as well as the opportunity to consider the broader emotional, ethical, religious, and moral dimensions of sexual health and relationships without any stigma or embarrassment.

At Shapla Primary School children will receive SRE through age appropriate lessons as part of our PSHEE and Science programme. This is planned using National Guidance.

By the end of Year 6, through PSHEE we aim to help children to:

- learn the importance of values, individual conscience and moral choices;
- learn the value of family life, and stable and loving relationships;
- learn the value of respect, love and care;
- explore moral dilemmas;
- develop critical thinking as part of decision-making
- challenge myths, misconceptions and false assumptions about normal behaviour;
- learn how to manage emotions and relationships confidently and sensitively;

- develop self esteem, self-respect and empathy for others;
- learn to make choices with confidence and with an absence of prejudice;
- develop an appreciation of the consequences of choices made;
- manage conflict;

By the end of Year 6, through the Science National Curriculum we aim to help children to:

- learn and understand physical development at appropriate stages;

Teaching and Learning

At Shapla we follow good practice guidelines and teach both the PHSEE and Science aspects of SRE together. The PHSEE curriculum provides the important but non-statutory context in which to learn about the statutory factual information in Science (**See Appendix 1 for the statutory and non statutory objectives**).

We use the Essex Toolkit to inform our planning for PHSEE. It is found on the staff shared area of the school's ICT network. The lessons allow children to explore issues through a range of varied, stimulating and age-appropriate techniques such as 'Circle time', 'Draw and Write' open-ended questions and using 'Real books'.

The relevant themes include:

- Me and My Healthy Lifestyle
- Me and Growing and Changing
- Me and My Relationships
- Me and Keeping Safe
- Me and My Feelings

SRE lessons are set within the wider context of the PSHEE curriculum and focus more on the emotional aspects of development and relationships.

We also teach SRE Science through the International Primary Curriculum within the following Units:

EYFS	All about me; Changes
Milepost 1	Flowers and Insects (life cycles)
Milepost 2	Young and Old
Milepost 3	Growing up

In addition we teach SRE through the Christopher Winter Project materials, also on the staff shared area of the school's ICT network.

Assessment, Recording and Reporting

Key Stage One and Two

Assessments of the children's progress within the PSHEE Curriculum are made at the end of each topic through teacher observations and pupil self-assessment. Assessments of the children's progress within the Science National Curriculum are ongoing through teacher observation.

Early Years

Ongoing observations of the children are made during adult-led and child initiated activities relating to SRE. Summative Assessments relating to SRE are made against the Stepping Stones and Early Learning Goals, which come under the "Personal, Social and Emotional Development" and "Physical Development" areas of the Early Years Curriculum.

Safeguarding

Confidentiality and Child Protection

At the beginning of the year the staff and children in each class establish a set of ground rules together to ensure that confidentiality is maintained.

However, children will also be informed that staff may need to pass on information that has been disclosed. Any information will be recorded, shared with the Child-Protection Coordinator and treated sensitively in line with the school's confidentiality and child protection policies.

Covering Sensitive Issues

We aim to answer questions honestly, within the ground rules that have been established. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the class, the question may be dealt with individually at another time. Before starting to teach SRE staff will establish an agreed approach to addressing sensitive issues. We will ensure staff feel comfortable addressing these issues and provide extra support if necessary, including the use of appropriate outside agencies.

We may also feel it necessary to have at least two members of staff working with the children on some areas of SRE, including the Learning Mentor. If a member of staff feels uncomfortable addressing an issue that has arisen on their own, they should explain to the children that they will return to it at a later time, and ask for advice from the PSHEE co-ordinator before proceeding. They may request a second member of staff to be present when they do (Please see our PSHEE policy / Child Protection policy for more details).

Withdrawal from SRE

Parents have the right to withdraw their children from the PSHEE and Citizenship curriculum. However, they do not have the right to withdraw their children from relevant areas of the Science Curriculum, which is statutory. Parents are welcome to view and discuss the school's SRE policy, curriculum and resources, and share any concerns they have with the PSHEE Coordinator, Science Coordinator or a member of the SLT. We will answer any questions honestly and provide support in understanding the importance of SRE for their children. If parents wish to withdraw from SRE they must write to the Headteacher explaining why they wish to withdraw their child. They will then be asked to meet with the Headteacher to discuss this further and to ensure parents are clearly informed about the curriculum.

Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some children it is not culturally appropriate for them to be taught particular items in mixed groups. Wherever possible we will teach puberty and reproduction in single sex groups so that children feel comfortable discussing topics (Year 4 to Year 6). Both groups will learn about male and female changes. This follows consultation with parents.

Children with Special Needs

We will ensure that all children receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students.

Monitoring and Reviewing

Monitoring and evaluation of the policy, delivery of SRE and resources will be carried out by the PSHEE Co-ordinator, the Science Co-ordinator and the SLT. All members of staff, children and governors have opportunity to contribute to the review process. The policy will be formally reviewed by the Governors every three years.

Related Policies

- PSHE Education,
- Drug Education,
- Child Protection,
- Equal Opportunities,
- Access and Inclusion,
- Health and Safety,
- Anti-Bullying/ Keeping Safe
- Confidentiality
- Safer Recruitment

This Policy was contributed to by:

Staff - June 2011

Governors - June 2011

Parents - May 2011

Named Governor: Maria Albadalejos

Review date: June 2014

Appendix 1

Sex and Relationships Education in the Curriculum

Key Stage 1 – Sex and Relationships Education in the Curriculum

Science: Statutory Programme of study: (NC, 1999)

Pupils should be taught:

Life processes

That animals, including humans, move, feed, grow, use their senses and reproduce

Humans and other animals

To recognize and compare the main external parts of the bodies of humans and other animals

That humans and other animals can produce offspring and that these offspring grow into adults

PSHE: Non-statutory Framework (NC, 1999)

Pupils should be taught:

Developing a healthy, safer lifestyle

About the process of growing from young to old and how people's needs change

The names of the main parts of the body

Rules for, and ways of, keeping safe...and about people who can help them to stay safe

Developing good relationships and respecting the differences between people

To recognise how their behaviour affects other people

To listen to other people, and play and work cooperatively

To identify and respect the differences and similarities between people

That families and friends should care for each other

That there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying

Key Stage 2 – Sex and Relationships Education in the Curriculum

Science: Statutory Programme of study: (NC, 1999)

Pupils should be taught:

Life processes

That the life processes common to humans and other animals include nutrition, movement, growth and reproduction

Humans and other animals

About the main stages of the human lifecycle

PSHE: Non-statutory Framework (NC, 1999)

Pupils should be taught:

Developing confidence and responsibility and making the most of their abilities

To recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way

Developing a healthy, safer lifestyle

About how the body changes as they approach puberty

To recognise the different risks in different situations and then decide how to behave responsibly, including...judging what kind of physical contact is acceptable and unacceptable

That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong

Developing good relationships and respecting the differences between people

That their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view

To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships

To recognise and challenge stereotypes

That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability

Where individuals, families and groups can get help and support

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