



The Willow on Broadwaters Vision

Our children are passionate learners who excel academically and are resilient, reflective, creative and confident. They leave us with the competencies needed to thrive in the current and future world.

Values

- We ensure our children love coming to school because it is safe, fun, challenging and exciting.
- We have high expectations and are committed to supporting each individual to achieve their dreams.
- Everyone is valued as a unique member of our diverse community.
- We uphold the highest standards in all that we do and look continually to improve ourselves, so that what we do today, we do even better tomorrow.

Sex And Relationship Education (SRE) Policy



Last Review:	Jan 2015
Next Review date:	Jan 2017
Person Responsible:	Mrs Jehal

Rationale

SRE (Sex and Relationship Education) is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. SRE has a key part to play in the personal, social, moral and spiritual development of young people. It begins informally in the home with parents and carers long before any formal education takes place at school.

What is sex education?

- It is developmental, beginning in early childhood and linked to age and maturity.
- It develops respect for self and others.
- It is about information, attitudes, values and skills.
- It equips children to take responsibility for their behaviour in their personal relationships, and to make informed choices in that area.
- It is more than information or facts about the body or reproduction.
- It involves more curriculum time than a 'one-off' talk by a representative of external agencies.

Aims and Objectives

For pupils:-

- To have the confidence and self-esteem to value themselves and others.
- To understand about the range of relationships, including the importance of family for the care and support of children.
- To develop confidence in talking, listening and thinking about feelings and relationships.
- To be able to name parts of the body and describe how their bodies work.
- To respect their own bodies and the importance of sexual activity as part of a committed, long term relationship.
- To be prepared for puberty and understand the physical development of their bodies as they grow into adults.
- To understand the consequences of their actions and behave responsibly within relationships.
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support.
- To understand the role the media plays in forming attitudes.
- To understand how safe routines can reduce the spread of viruses including HIV, if appropriate.
- Sexual abuse and what they should do if they are worried about any sexual matters.

The Management and Organisation of SRE

It is the responsibility of the Headteacher to liaise with SLT (Senior Leadership Team) and PSHE (Personal Social and Health Education) Co-ordinator to ensure that both staff and parents are informed about our SRE policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that staff are given training, so they can teach effectively and handle any difficult issues with sensitivity. The Headteacher liaises with external agencies regarding the school SRE and ensures that all adults who work with children on these issues are aware of the school policy, and work within this framework. This is monitored regularly and Governors reported to, when requested.

The teaching of SRE through PSHE and Science is the responsibility of the class teacher in line with the schools Scheme of Work and framework. This will be monitored by the Science and PSHE working parties as part of the annual process of self evaluation and review.

The Delivery of the SRE (Sex and Relationship Education) Programme

At the Willow we teach SRE through different aspects of the curriculum as well as discretely. This takes place within our PSHE curriculum through Circle Time and SEAL (Social and Emotional Aspects of Learning) lessons where children are encouraged to discuss issues and ask for help if they need it. We also teach some aspects of SRE through the Science Curriculum in Key Stage One and Key Stage Two. This includes learning about how animals, including humans, move, feed, grow and reproduce and naming the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. Key Stage 1 and 2 pupils will also undertake lessons based on the Christopher Winter Project. These will take place mostly as mixed gender groups. Each class will undertake 3 one hour SRE lessons during the Summer Term. A 4th lesson may be added if teachers feel children need additional time to explore the subject and to answer any questions.

Meetings are held for parents of pupils in Year 6 to discuss the programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching. Teaching elements from the SRE Toolkit will be disseminated to Governors and the PSHE Working Party. Teachers and parents will then be invited to look at the new materials during the Summer Term which will then be implemented. Teachers and all those contributing to sex and relationships education work within agreed values outlined in the policy. The Christopher Winter project (Sex and Relationships Education) sets clear parameters as to what will be taught.

The content of the SRE programme

Resources

The resources used for the teaching of SRE will be:

- Teaching SRE with confidence in Primary Schools, (Christopher Winter Project).
- DVD - All about Us - Living and Growing- 5-11 year olds, a Channel 4 Production.
- Living and Growing- 5-11 year olds resource books to accompany the Channel 4 series.
- Circle Time, SEAL and resources.
- PSHE Curriculum Map.
- Science Scheme of Work and Science Resources.

Confidentiality

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. The teacher involved will pass their concerns on to the Headteacher. The Headteacher will then deal with this matter in consultation with health care professionals (see child protection policy).

Involving learners

The Willow is an inclusive school and we are opposed to all forms of discrimination based on race, gender, faith, language, sexual orientation, age, disability or any other status. Language which is racist, sexist, homophobic or potentially damaging to any group will not be tolerated and will be challenged (see Equalities Policy). The Scheme of Work for Sex and Relationships Education seeks to engage all children through planning a wide range of activities, matching children's learning styles. Activities and discussions in single sex groups is used where appropriate, addressing the need for pupils from cultures where it is only acceptable to speak about the body in single gender groups and for the differing needs of girls and boys. For children with special educational needs or learning difficulties work will be planned in different ways in order to meet the individual needs of pupils.

Working with parents/carers and the Wider Community

We recognise that the primary role in children's sex education lies with the parents and carers. We seek to build a positive and supporting relationship with the parents of children at our school and the Wider Community through mutual understanding, trust and co-operation. In promoting this objective we:

- Hold parent meetings where the content of the SRE toolkit, (CWP), and the resources are shared and discussed.
- Answer any questions that parents may have about the sex and relationship education of their child.
- Take seriously any issues that parents raise with teachers or Governors about this policy or the arrangements for sex and relationship education in school.
- Reassure parents that the personal beliefs and attitudes of staff will not influence the teaching of SRE, all those contributing to the programme are expected to work within aims and objectives listed above.
- Work closely with valued members of the community such as members of the Local Health Authority and the school nurse.

A pupil cannot be withdrawn from sex education where it is taught in the Science National Curriculum. Therefore pupils who are withdrawn from discrete SRE lessons will still receive the biological information but not taught in the context of relationships. In the instance that the right to withdraw is exercised, parent/carers should be made aware that SRE could arise naturally from class discussion. Children whose parents/carers exact their right to withdraw them from SRE will be temporarily transferred to an alternative class.

Monitoring and evaluation

The Sex and Relationships Education Policy will be reviewed regularly by the Governing body. They will liaise with staff to make any modifications necessary. Governors require the Headteacher to keep a written record, giving details of the content and delivery of the sex and relationships education programme that we teach in this school. The monitoring of Sex and Relationships Education is integrated into the PSHE rotation of monitoring, which includes the monitoring of planning and lesson observations.

The teaching programme for Sex and Relationship Education

Legal requirements

All schools must teach the following as part of the National Curriculum Science Orders, parents/carers do not have the right to withdraw their child/children from this aspect.

National Curriculum Science

Key Stage 1

1. that animals including humans, move, feed, grow, and use their senses and reproduce.
2. to recognise and compare the main external parts of the bodies of humans and reproduce.
3. that humans and animals can reproduce offspring and these grow into adults.
4. to recognise similarities and differences between themselves and others and treat others with sensitivity.

Key Stage 2

1. that the life processes common to humans and other animals include nutrition, growth and reproduction.
2. about the main stages of the human life cycle.

- Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.
- It is our intention all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required.

Such a programme can successfully follow the outline given below;

Foundation

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

Key Stage 1

Through work in science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and Citizenship children reflect on family relationships, different

family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them.

They also learn about personal safety.

Key Stage 2

In science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby on years 5 & 6.

Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE and Citizenship, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

Sex and relationship education should focus on the development of skills and attitudes not just the acquisition of knowledge.

Date: January 2014

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