

Burton Salmon Community Primary School

We aim to provide a rich, stimulating and enjoyable curriculum where children and adults work together in a happy, secure and caring environment in which each individual is respected and valued and all their achievements celebrated

Sex and Relationships Education Policy

This policy takes full account of the school's legal obligations and the latest DfES guidance on 'Sex and Relationship Education' (2000).

What is SRE?

It is lifelong learning about physical, moral, and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. **It is not about the promotion of sexual orientation or sexual activity - this would be inappropriate teaching. (DfEE 2000)**

It has three main elements:-

Attitudes and Values

- Value of family life, marriage and stable loving relationships for the nurture of children.
- Learning the importance of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision-making.

Personal and Social Skills

- Managing emotions.
- Self respect and empathy for others.
- Learning to make decisions based on understanding, with an absence of prejudice.
- Understanding consequences of choices made.
- Managing conflict.
- Recognise and avoid exploitation and abuse.

Knowledge and Understanding

As appropriate to their age and physical and emotional development children should know about:

- Changes in the body related to puberty, e.g periods and voice breaking.
- When these changes are likely to happen and what issues may cause young people anxiety and how they can deal with these.
- How a baby is conceived and born.



Burton Salmon Community Primary School
Ledgate Lane, Burton Salmon, Leeds LS25 5JY

Headteacher: Miss Sarah Lees
admin@burtonsalmon.n-yorks.sch.uk
Telephone/fax 01977 672405



The school's approach to SRE consists of:

- The taught SRE programme.
- Support for pupils who experience difficulties.
- Provision of appropriate information to pupils and parents.

Why SRE?

As part of the education process and DfEE recommendations we have developed an SRE education programme which is delivered through the PSHCE framework and National Curriculum Science and which is tailored to the age and physical maturity of the children. Appendix 1 gives further information as to what is taught at KS1 and 2.

Morals and Values Framework

Our approach to SRE will be conducted within a clear morals and values framework based on the following principles:

- The value of stable, loving relationships.
- The promotion of understanding and empathy to enable all pupils to treat others with fairness and respect.
- The development of relationships based on mutual understanding and trust.
- Responsibility for your own actions.
- Regard for family life, friends and the wider community.

Equal Opportunities

All pupils will have access to SRE that is relevant to their particular needs.

A Whole School Approach

A whole school approach will be adopted to SRE. In particular:

The Headteacher will maintain an overview of SRE provision and have overall responsibility for its development. This will include keeping up to date with good practice, developing provision to meet pupil's needs, providing resources and support for staff, arranging staff training and liaising with outside agencies.

All Teachers are involved in the School's SRE programme. Some teach SRE through the science National Curriculum and some through the PSHCE framework. All Teachers and Teaching Assistants play an important role by offering support to pupils and may be approached by pupils experiencing difficulty with SRE issues.

Parents/Carers have a legal right to view this policy and to have information about the school's SRE provision. They also have a legal right to withdraw their children wholly or partially from SRE except in so far as that which is included in the Science National Curriculum (see Appendix 1).

The School Nurse plays a key role in SRE both in terms of input into lessons and the provision of support for pupils and parents. The school will work in ongoing partnership and consultation with the School Nurse.

Pupils have an entitlement to age and circumstance appropriate SRE and to support.

The Taught SRE Programme

The SRE programme will be delivered as part of the PSHCE framework as specified in the Curriculum Plan, and specifically in the summer term for Y5 and Y6 with the input of the School Nurse (a Teacher or Teaching Assistant is always present during these sessions). In addition the work specified in the Science National Curriculum is delivered as shown in Appendix 1.

All lessons will have a clear focus and contain content appropriate to the pupil's level of maturity and understanding. Clear boundaries of courtesy and confidentiality will be established and resources used will be those appropriate to the age and maturity of the pupils and approved by NYCC.

Child Protection

All Staff will refer to the North Yorkshire A.C.P.C Child Protection Procedures and Guidance (Headteacher's Office) should any child disclose information relating to sexual abuse. The Headteacher is responsible for Child Protection. All Staff regularly receive training in Child Protection issues.

Working with Parents

The school is committed to working with parents and acknowledges the right of parents to withdraw their child wholly or partially for SRE except in so far as that which is included in the Science National Curriculum or where SRE issues arise incidentally in other subject areas. We will work in active partnership with parents/carers, value their views and keep them informed of our SRE provision. If a parent/carer has any concerns about the SRE provision we will take time to address their concerns. If any parents/carers decide to withdraw their child we shall work with them and their child to explore possible alternative provision.

Confidentiality

- School aims to support our pupils but staff will not guarantee a pupil absolute confidentiality, especially in Child Protection Issues.
- Information will be shared with other staff and parents if it is felt appropriate.
- The Governor's support the Teacher's use of their professional judgement in all matters to SRE.

This policy has drawn upon:
DfEE Sex and Relationship Education Guidance (2000)
Sex and Relationships OFSTED (2002)

Signed:

Date:

Appendices

The following statements are part of the National Curriculum science requirements:

National Curriculum Science

Key Stage 1

- Recognise and compare the main external parts of the bodies of humans
- Recognise similarities and differences between themselves and others and treat others with sensitivity
- That animals, including humans, grow and reproduce
- That humans and animals can produce
- That humans and animals can produce offspring and these grow into adults

Key Stage 2

- That the life processes common to humans and other animals include growth and reproduction
- About the main stages of the human life cycle

Appendix 1: Learning outcomes

The following statements are offered as illustrations of 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 in SRE. They draw on DfES and other guidance on SRE and they reflect elements of the non-statutory framework for PSHE.

By the end of Key Stage 1

Pupils will be able to:

- 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:

- 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
- 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
- Form opinions that they can articulate to a variety of audiences
- Recognise their own worth and identify positive things about themselves.
- Balance the stresses of life in order to promote both their own mental health and well being and that of others
- See things from other people's view points for example their parents and their carers
- Discuss moral questions
- Listen to, support their friends and manage friendship problems
- Recognise and challenge stereotypes, for example in relation to gender.
- Recognise the pressure of unwanted physical contact and know ways of resisting it.

Pupils will know and understand:

- 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
- Other's 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
- The need for trust and love in established relationships

