

HAZELDENE SCHOOL



SRE EDUCATION JULY 2016

SIGNED DATE.....
HEADTEACHER

SIGNED DATE

CHAIR OF GOVERNORS

TO BE REVIEWED JUNE 2017

HAZELDENE SCHOOL

SEX AND RELATIONSHIPS EDUCATION POLICY

Philosophy

Sex and Relationships Education describes the teaching and learning we offer to the children in our school, helping them to understand, at an age appropriate level, their own and others' body changes and to develop skills for relationships and informed decision making. We believe that SRE is the entitlement of all young people and we are committed to delivering it within the context of a broad and balanced programme of health education, supporting them in learning about different faiths and cultures and underpinning it with values promoting equality and respect.

Aims

SRE in our school will contribute to the requirements of the DfEE Guidance (2000), the recommendations from the OFSTED Report, '*Sex and Relationships*' (2000), *QCA Sex and relationship education, healthy lifestyles and financial capability* (2005), and will be firmly rooted within the framework for PSHCE (*QCA PSHCE 2000*). It is also in line with recommendations for best practice, as part of the National Healthy School Standard.

Sex and Relationship Education also forms part of the Every Child Matters Outcomes (2004)

Outcome 1 - staying healthy

Outcome 2 - staying safe

Outcome 4 - pupil participation

In our school we aim through implicit and explicit learning experiences to:

- Ensure that SRE is integrated into the curriculum and not isolated, taken out of context or over emphasised in any way
- Foster self esteem and respect for others as the cornerstone of good health education and of therefore, good sex and relationships education
- Nurture a partnership between caring adults- governors, teachers, ancillary staff and parents - to ensure sensitive support for children as they grow and mature

- Ensure that children have the ability to accept, at an age appropriate level, their own and others' body changes
- Encourage children to enjoy relationships based upon mutual trust and respect, free from any abuse
- Generate an atmosphere where questions and discussions are encouraged
- Adopt a whole school approach to SRE
- Promote the spiritual, cultural, mental, physical and social development of children at the school and in society
- Prepare children for the opportunities, responsibilities and experiences of life

The school will work towards this aim in partnership with its children and parents.

The aim of the SRE policy is to clarify the content and manner in which SRE is delivered in this school.

Teaching and learning

Within the taught and broader curriculum, including whole school opportunities i.e. the whole school environment, pupils will be given frequent and regular opportunities to work on feelings and practise personal and interpersonal skills.

We value and respect the learning that occurs in the community and in the home, believing that this, alongside school links, is an essential dimension of sex and relationships education. It is important to involve, whenever possible, and certainly to inform parents. Parents have the right to withdraw their child from SRE provided outside the National Curriculum Science.

SRE has three main elements:

1. attitudes and values

- learning the importance of values and individual conscience and moral considerations
- learning the value of family life, and stable and loving relationships for the nurture of children

- learning the values of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision making

2. personal and social skills

- learning to manage emotions and relationships confidently and sensitively
- developing self respect and empathy for others
- learning to make choices based on an understanding of differences and with an absence of prejudice
- developing an appreciation of the consequences of choices made
- managing conflict
- learning how to recognise and avoid exploitation and abuse

3. knowledge and understanding

- learning and understanding physical development at appropriate stages

What is taught?

See full schemes of work.

Organisation

- Co-ordination of SRE

It is essential, in order to ensure continuity, progression and evaluation, SRE is co-ordinated by the PSHCE Coordinator.

- Delivery

Is through planned aspects within the Science, PSHCE and Religious Education curriculum, addressing moral and ethical issues, which may arise from apparently unrelated topics in all National Curriculum subjects. Within this category, as long as any discussion takes place within the

context of the National Curriculum subject, it will not be deemed to be part of the SRE programme and therefore not subject to parental right of withdrawal.

- Teaching approaches

A variety of approaches are used to give pupils relevant information; enable moral issues to be explored through discussion and to acquire appropriate skills.

- Staffing

All teaching staff deliver SRE as part of the PSHCE scheme of work.

- Time Available

Foundation stage, KS1 and KS2 receive 30 minutes a week discreet PSHCE teaching and also have a weekly circle time. SRE is taught in PSHE using the Social and Emotional (SEAL) curriculum resources.

Confidentiality

- We recognise that all matters relating to child protection are confidential and staff are informed on a need to know basis.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child confidentiality.

Special Educational Needs

Children with special educational needs will not be withdrawn from SRE, but will be given help at an age appropriate level, to develop skills to reduce the risk of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable. Work may be planned in different ways to meet the individual needs of children with special educational needs.

Monitoring and Evaluation

- The PSHCE Coordinator will monitor and evaluate SRE through discussions with colleagues, scrutinising work, lesson observations and discussions with pupils.
- Through the above, areas of weakness in the schemes of work will be highlighted and addressed