

URSULA TAYLOR C OF E SCHOOL

Policy for Sex and Relationships



Rationale

Sex and Relationships Education describes the teaching and learning we offer to the young people in our school, helping them to understand their own and others feelings and bodies 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 deliver it within the context of a broad and balanced programme of health education, supporting them in learning about different faiths and cultures and underpinned by values promoting equality and respect.

The understanding of sex and relationships is an on-going process, and needs to be age appropriate. At the earliest age in school, this means an understanding of feelings, and openness to discussions about self and others. It means awareness of bodies, similarities and differences, and the fact that we need to respect what we do with our bodies. Children need to understand the process of growing and developing, and the basis of life-cycles, and how this relates to animals and plants as well as humans.

Aims

SRE in this school will contribute to the requirements of the DfEE Guidance (2000), the recommendations from the OFSTED Report 'Sex and Relationships' (2002), and will be firmly rooted within the framework for Personal, Social, Health Education (QCA, PSHE 2000). It is also in line with recommendations for best practice, as part of the National Healthy School Standard. In our school we aim through implicit and explicit learning experiences to:

- Ensure that Sex and Relationships Education 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 young people as they grow and mature.
- Ensure young people have the ability to accept their own and others' sexuality.
- Encourage young people to enjoy relationships based upon mutual trust and respect, free from any abuse.
- Generate an atmosphere where questions and discussion can take place freely.
- Adopt a whole school approach to SRE.

- Promote the spiritual, moral, cultural, mental, physical and social development of pupils at the school and of society.
- Prepare pupils for the opportunities, responsibilities and experiences of life.

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

The aim of the SRE policy is to clarify the content and the 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 to practise personal and interpersonal skills. We value and respect the learning that occurs in the community and in the home, believing that these, alongside school links, are essential dimensions of sex and relationships education. It is important to involve, wherever 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, marriage and stable loving relationships for the nurture of the children
- Learning the value of respect, love and care
- Exploring, considering and understanding of 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 difference and with the 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

- Understanding human sexuality, reproduction, sexual health, emotions and relationships

See Appendix A for an outline of the Programme of Study.

Organisation

- Delivery

SRE is delivered through aspects of the Science, PSHE 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 the parental right of withdrawal.

- Teaching approaches

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

- Pupil Groupings

It is expected that the majority of learning and teaching will take place in mixed ability grouping. However, if appropriate, single sex groupings will be used.

- Assessment

Young people's progress and learning in SRE will be regularly assessed against the appropriate learning outcomes, using a variety of methods.

- Staffing

It is important that staff feel comfortable with, and are knowledgeable about the subject matter; training for staff; support through in-service training; staff asked to teach within the school's curriculum framework.

Confidentiality and Advice

- Making sure that pupils and parents/carers are aware of the school's Confidentiality Policy and how it works in practice
- Reassuring pupils that their best interests will be maintained
- Encouraging pupils to talk to their parents/carers and giving them support to do so
- Ensuring that pupils know that teachers cannot offer unconditional confidentiality
- Reassuring pupils that, if confidentiality has been broken, they will be informed first and then supported as appropriate
- If there is any possibility of abuse, following the school's Child Protection Policy
- Making sure that pupils are informed of sources of confidential help, for example, the school nurse

- Using ground rules in lessons

Relationships

Within the context of talking about relationships, children should be taught about a wide range of relationships and different family arrangements, and emphasising the positive qualities of family life in all its variety of forms. They must be taught to recognise the need for commitment, trust and love in meaningful relationships.

Special Educational Needs

Young people with special educational needs will be given help to develop skills as part of a whole school inclusive programme. Where relevant they will be given additional support to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not acceptable. Work may be planned in different ways in order to meet the individual needs of young people with special educational needs.

Monitoring and evaluation

- Staff will be involved in the monitoring and evaluation of SRE on a regular basis
- A nominated governor will have a link role between the school and the governing body.

Links to other policies

These include:

- PSHE & Citizenship
- Equal Opportunities
- Child Protection
- Anti-bullying
- Confidentiality
- E-Safety

Copies of these policies are available to all stakeholders of the school.

Signed – Headteacher _____ Date - _____

Signed – Governor _____ Date - _____

Programme of Study for teaching Sex and Relationships at Ursula Taylor Lower School.

Foundation Stage/Year 1

- People in my life – what they do for me and I do for them
- My moods – feeling happy, sad
- Friendships – what is a friend, how do I make friends
- Loss and mourning – a person, a pet, related to relevant experiences of the children
- Keeping safe – dangers I might come up against and saying no
- My body and other people's bodies – similarities and differences
- The beginning of life – how we know things are alive or dead, old or young

Year 2

- Changes as we grow
- Different types of families
- Feelings in the family – love, care etc
- What helps people to get along with each other – listening, sharing
- What makes me happy
- What I like or don't like about other people and what they feel about me
- Keeping safe
- Caring for myself – hygiene, sleep, exercise
- People who help me to care for myself
- Inside my body – the functions of lungs, heart, stomach etc

Year 3/4

- Feelings – things which make me happy, sad, embarrassed, scared
- Difficult situations – teasing and bullying
- How babies begin, how they are born and how they grow
- Family trees
- Keeping healthy, exercise and diet
- Friendships – who our friends are and how we make and lose friends
- Making decisions – influences on me and peer group pressure
- Keeping safe
- Lifestyle