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Document history

Issue 1: This is a complete rewrite.

Issue 2: There are some modifications to this.

Date: 20th May 2010

SRE Coordinator: Helen Kosari

SRE Link Governor: Liz Diggle

Issue 3: Minor modifications to formatting. Content unchanged.

Date: 27 March 2012

SRE Coordinator: Helen Kosari

SRE Link Governor: Liz Diggle

1 Introduction

This Policy is available to all staff, governors, and parents/carers. A copy is available on the school website or from the school office.

At Hollingworth Primary School, we value the importance of sex and relationship education to help and support young people through their physical, moral, spiritual, cultural and emotional development. The Sex and Relationships Education programme will reflect the school ethos.

The policy has been written following the DCSF guidelines for 'Sex and Relationship Education Guidance 0166/2000' and for National Healthy Schools Status. The school believes that SRE will be developmental and provide a foundation for further work in the secondary school.

We recognise the partnership of home and school, of parent and teacher, in this important area of personal development.

Parents/Carers are consulted before the formal policy document is submitted to the full Governing Body for approval. The finalised policy is then available in school for all parents/carers to inspect and details of this are published in the school Prospectus (and on the school website) so that parents/carers of potential pupils are fully aware of the school's position in this matter.

Sex and relationships education is a continuing, developmental process, which includes the exploration of attitudes and values and the development of skills, as well as the presentation of factual knowledge. As with all other learning, it should be gradual and matched to the child's maturity and stage of development.

2 Aims and objectives of the policy

- To reassure children of their value and self-worth, including aspects of dignity, self-respect and self-restraint.
- To nurture a responsible attitude towards personal relationships, such as aspects of mutual respect and care, and to develop sensitivity towards the needs of others encompassing fidelity and loyalty.
- To foster the ability to manage relationships in a responsible and healthy manner.
- To promote the value of loving relationships and of a stable family life.
- To recognise that marriage is an important, but not exclusive, context for family life.
- To provide knowledge of human reproductive processes.
- To inform children on matters of personal hygiene and related health issues.
- To encourage exploration of values and moral issues, taking into account the physical and moral risks associated with certain behaviour.
- To educate against discrimination and prejudice.
- To empower children to make informed choices about their developing sexuality.

3 Organisation of school sex and relationship education

Class teachers deliver sex and relationship education as part of the Science and the PSHE curriculum. Other members of staff and/or outside agencies might be involved in these lessons.

4 Equal opportunities

In support of the Equal Opportunities Policy, all children, regardless of age, ability, gender, race or sexuality, have the same opportunity to benefit from the sex education resources and teaching methods. It is important that boys' needs are met as well as girls' needs on the subject of puberty. Children with special educational needs and learning difficulties are properly included in sex and relationship education through differentiated work.

There will be a whole-school approach – from Reception to Year 6, progression and continuity are built into the SRE Spiral Curriculum. These lessons reinforce human relationships, human and physical development and reproduction, risky behaviour, including issues around the spread of infections from basic personal hygiene to HIV/AIDS.

5 Dealing with sensitive issues

Governors and staff are in agreement that teachers should answer all children's questions relating to sex and relationship education in an open and factual way, taking into consideration the family background, culture, religious beliefs, and pupils' differing experiences. The Governors expect teachers to use their professional judgement and discretion when faced with, or answering, questions, which they deem to be of a sensitive nature, for example homosexuality, contraception or sexually transmitted infections. The following ground rules have been established:

- Teachers should not enter into discussions about personal issues and lifestyles.
- No one (child or adult) has to answer a personal question.
- Nobody is forced to take part in discussion.
- In discussion, teachers will promote the knowledge and use of "accepted" names of body parts.
- Meanings of words are explained in a sensible and factual way.

6 Curriculum entitlement

Through SRE Spiral Curriculum, RE and Science, the children should be:

- Developing confidence in talking, listening and thinking about feelings and relationships.
- Developing good relationships and respecting differences between people.
- Developing confidence and responsibility and making the most of pupils' abilities.
- Preparing to play an active role as citizens.
- Able to name parts of the body and describe how their bodies work.
- Prepared for puberty.
- Able to protect themselves and ask for help and support.
- Embracing a healthy, safe lifestyle.

Within the Science Curriculum, the children should:

Key Stage 1:

- know that all creatures, including humans, move, feed, grow, use their senses and reproduce.
- recognise the main external parts of their bodies
- know that humans and animals can produce offspring, which grow into adults
- recognise the similarities and differences between themselves and others, and treat others with sensitivity.

Key Stage 2:

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

Parents/carers should be aware that children **cannot** be withdrawn from SRE content in Science lessons.

7 Specific classroom arrangements

When planning lessons, teachers consider appropriate grouping in respect of pupil experience and need. Mixed-gender classes will be the norm for the younger pupils.

Certain personal issues higher up in the KS2 may be taught in single sex groups.

In Year 5, the school nurse delivers information concerning puberty and menstruation to the girls.

In Year 6, the school nurse talks to both boys and girls concerning all areas of sex and relationship education.

8 Assessment, recording and reporting

Assessment will be in line with the QCA guidelines.

9 Monitoring and evaluation

The coordinator monitors and evaluates the delivery of SRE Spiral Curriculum annually by talking to groups of children from various year groups to monitor their knowledge, understanding and attitudes.

10 Resources and criteria used for their selection

We will be using the SRE Spiral Curriculum. The PSHE coordinator in consultation with the Governing Body will choose any additional support material.

11 Child protection/confidentiality

We follow the child protection and confidentiality procedures as specified by Tameside in the related policies.

The SRE policy supports the school's Mission Statement and the following school policies:

- Personal, Social and Health Education and Citizenship
- Equal Opportunities
- Behaviour Policy
- Health and Safety
- Child Protection
- Confidentiality
- Looked After Children
- Visitors

12 Spiral curriculum for SRE, KS1 & KS2

The lesson content covers:

Reception	Myself / Feeling hurt
Year 1	Feelings
	Skills and feelings
	Feelings / Abuse
	Friends
	Growing Up
	Safety
	Safety / Domestic abuse
Year 2	Feelings
	Friendships and feelings
	Friends and family
	Family
	Growing up
	Safety
	Safety / Domestic abuse
Year 3	Feelings
	Growing up
	Safety
Year 4	Feelings
	Friends
	Growing up
	Growing up / Abuse

	Families / Growing up
	Safety
Year 5	Feelings
	Feelings / Abuse
	Families
	Friendships / Relationships
	Growing up
	Safety
	Families / Personal safety
Year 6	Feelings
	Friendships / Relationships
	Growing up
	Stereotypes
	The Role of the Media
	The Role of the Media / Domestic abuse
	Safety
	Safety / Domestic abuse