



MORGANS PRIMARY SCHOOL AND NURSERY

SEX AND RELATIONSHIPS EDUCATION (SRE) POLICY

(to be read with PSHE and Citizenship policy)

Aims of our SRE policy

To provide a stimulating and supportive learning environment in which pupils can develop their feelings of self-worth and confidence, especially in relationship to others. This will include developing the following skills: valuing themselves as unique individuals, keeping themselves and others healthy and safe, communication, decision making and assertiveness, knowing how and where to gain information and support and participating in society.

There are three main elements to our SRE programme:

- Gaining knowledge and understanding
- Developing positive attitudes and values
- Extending personal and social skills.

Morgans School believes that sex education in this school will be developmental and a foundation for further work in the Secondary School.

We will:

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

Partnership with parents/carers

Most of a pupil's informal sex and relationships education occurs within the family and the school's programme will complement and build on this in co-operation with homes. Parents/carers have the right to withdraw their child from some, or all, SRE lessons but not statutory Science lessons. If a parent/carer wishes to withdraw their child they need to have a discussion with the Head teacher, Mrs Dutt, so that she can be made aware of the reasons and provide alternative arrangements. Parents who wish to withdraw their children will need to speak with the Head teacher soon after the parents' SRE information evening. The DfES has produced a free leaflet explaining this position.

Moral and values framework

The sex education programme will reflect the school ethos. In our School we focus on teaching SRE in the context of relationships using a variety of formal and informal opportunities and strategies. This all helps children to develop their self-esteem and emotional well-being and to form and maintain worthwhile and satisfying relationships, which are based on respect for themselves and for others.

It is natural for caring adults to want to protect children from information, attitudes and lifestyles, which they themselves find distasteful. But it is important to recognise the power and confusion of informal learning – from for example TV, magazines, newspapers, jokes, gossip and the wider community.

Inclusion statement

In our school we have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate.

Links with other policies

For specific details about possible related issues e.g. Inclusion, Confidentiality, Child Protection, Bullying reference needs to be made to our relevant school policy.

Staff training

All teachers and other staff members who are required to teach SRE will have relevant training and resources. Herts County Council have provided a booklet 'Sex and Relationship Education which provides useful information for teachers before they embark on the delivery of SRE. The Herts Grid for Learning also has an up-to-date information section for schools, and the school nurse is available for advice and support.

Organisation of SRE

SRE is part of our National Curriculum Science programme. Other aspects are taught mainly in PSHE & C lessons and lessons on relationships occur also in English and RE. Through planned lessons in the curriculum as well as through wider school activities such as assemblies children are able to develop their ideas, knowledge and skills gradually and appropriately.

Teachers have the main responsibility for teaching about SRE in the classroom and they plan and liaise with other specialists particularly our school nurse to ensure our pupils receive an up to date and balanced programme.

Teaching strategies

As much as possible we provide an interactive learning environment which is motivating and allows pupils to practise skills as well as to gain information and knowledge. We also allow time for reflection.

Confidentiality and child protection

All staff members and supply teachers, who work with our pupils, will have access to this policy and our School's Child Protection Policy. The Inclusion Coordinator keeps a record of staff who have a copy and also ensures that new staff are fully aware of our procedures. Our School Nurse is guided by the Fraser Guidelines, which provide guidance for health professionals and details of these are provided in the DfEE document Sex and Relations Education (2005). The Head teacher or Child Protection Officer will have a discussion with any health professional or other adult before they start to work with our children. This is to ensure they are familiar with our policy and expectations regarding correct practice and how to respond to issues, including those that may relate to Child Protection matters.

Monitoring of SRE

Our Science and PSHE Co-ordinators will monitor teaching and learning according to our school's policy. Implementation will be monitored by the Head teacher and PSHE Co-ordinator and reported on to the Governing body yearly in the Head Teacher's Report.

Evaluation, assessment and reporting to parents

Evaluation and assessment including self-assessment are an integral part of SRE. A comment on a pupils' progress in SRE will be included in our annual reporting on PSHE to parents/carers where relevant.

Scheme of Work

Nursery/Reception

- People in my life. What they do for me and what I do for them
- My moods-feeling happy, sad and so on
- Friendships
- Loss and mourning (person, pet)
- Keeping safe-danger I might come up against
- My body and other people's bodies-similarities and differences
- The beginning of life- me, animals, plants
- Growth in people, animals and plants

Years 1 / 2

- Changes as we grow
- Different types of families
- Feelings in families (love, jealousy)
- What helps people to get on with each other (listening, sharing)
- What makes me happy
- What I like or don't like about other people
- Keeping safe
- Caring for myself (hygiene, sleep, exercise)
- People who help me to care for myself
- Inside my body (the functions of different parts)

Years 3 / 4 / 5

- Feelings (things which make me happy, sad, embarrassed, scared)
- Difficult situations (teasing, bullying)
- Keeping healthy (exercise, diet, the immune system)
- Friendship (who our friends are, how we make and lose our friends)
- Making decisions and influences on me
- Keeping safe
- Various lifestyles in the class and community (differences in others and how we feel about differences)
- Growing up (body changes in me and why they are happening)
- Family trees
- Keeping healthy

Year 6

- Decision making/risk taking
- Feelings about the future (changing schools)
- Families and how they behave – what members expect of each other
- Celebrations of birth, christening, puberty, marriages and death in different cultures
- Expressing feelings and how we do this: being assertive, not bullying
- Differences and similarities in people
- Sexuality – what is it and what words describe it?
- Things that go into my body that help (for example, good food, and some drugs) and harm (for example some drugs, cigarette smoke, poisons)
- Messages about health and sexuality from television, films, newspapers
- Physical and emotional changes during puberty in the body
- Preparation for puberty

Hannah Orton
March 2010

To be reviewed March 2012