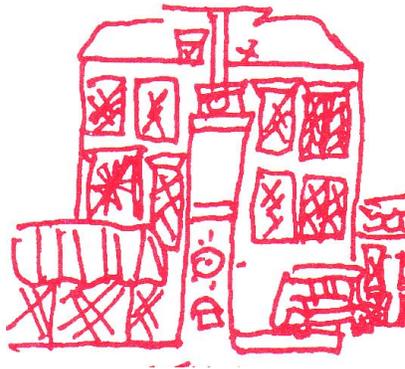


Smithy Street Primary School

SRE Policy



Approved by staff and governors Dec 2014

The Teaching of Sex and Relationships Education.

This policy on the Teaching of Sex and Relationships Education has been prepared for presentation to Governors and parents.

The document has been written with reference to the current National Curriculum requirements and recommendations; the relevant legislation; and the booklet Sex Education: The Muslim Perspective, published by the Muslim Educational Trust.

This policy was written by the Smithy Street School S.R.E team.

The school has consulted LEA advisers, the whole school staff and parents, in the preparation of this document.

Principles:

Having considered the relevant documentation, Smithy Street Primary School believes that:

- The school has a responsibility for the provision of a programme of sex and relationship education for its pupils beyond that required by the Science Orders in the National Curriculum
- Pupils have an entitlement to a programme of sex and relationship education.
- Any such programme should be age appropriate and should address the whole person in terms of information, moral development and emotional and social maturity.
- Parental and community views will be taken into account in defining the policy and the content of the teaching programme.

Aims and Objectives

The teaching of sex and relationships education Smithy Street Primary School will be implemented so that it will help in the school's practice to:

- Reassure children of their value and self-worth, including aspects of dignity, self-respect and self-restraint
- Nurture a responsible attitude towards personal relationships, including aspects of mutual respect and care and the development of sensitivity towards the needs of others
- Emphasise the qualities of a range of loving relationships, including marriage, and their contribution to society.

- Provide knowledge that different faiths and cultural backgrounds will have different attitudes and beliefs towards marriage and other relationships.
- Acknowledge that there are different values and moral issues surrounding sex and relationships to be taken into account.
- Provide knowledge about human reproductive relationships.
- Provide opportunities for children to discuss, question and make sense of the messages and impressions about sex and sexuality which they receive from a variety of sources, including the media.
- Establish a vocabulary and atmosphere where the asking and answering of questions about sex and sexuality can be done within **agreed boundaries and guidelines**
- Inform children on matters of personal hygiene and related health issues.
- Educate against discrimination and prejudice.
- Empower children to make informed choices about sexual matters and behaviours so that they may avoid exploitative behaviours and actions.

Training provision.

Staff required to teach the programme will be supported by an audit of training needs and the provision of INSET at the school or the PDC.

Training for all staff will be provided on the aims and intentions of SRE work; and in responses to children's questions. Support staff will often be those first approached by children with questions and it is important that all staff are aware of the topics and vocabulary being introduced; of the questions and topics which are likely to be of interest or concern to children in specific age groups; and the vocabulary and content of children's questions or overheard conversations which may raise child protection concerns.

Parents

Parents are entitled to a full copy of the school's SRE policy, on request at no charge.

Parents have the legal right to exempt their children from any sex education teaching which does not form part of the National Curriculum Science Orders. Any parent wishing to exercise their right to exempt their child from SRE lessons will be asked to do so in writing, addressing their request to the Headteacher.

Parents will be provided with a summary of the SRE topics to be covered in each Year; the teaching resources which the school intends to use; and the vocabulary which will be introduced.

Resources

The school will, in consultation with LEA advisers, identify currently available teaching resources supporting primary school sex and relationships education.

Resources will be available for parents to see before the start of every SRE teaching week.

Timing

The school will deliver its S.R.E programme each year across the school in the second half of the spring term

Confidentiality

Schools cannot guarantee pupils confidentiality about questions or situations raised by pupils. Schools will undertake to treat any personal questions or disclosures by pupils with respect and sensitivity.

Child Protection.

All school staff are bound to follow the school's child protection procedures if the school becomes aware of situations which raise child protection concerns. Parents do not have an unconditional right to be informed of all such situations. Parental involvement in such situations will be decided on a case-by-case basis, in consultation with Social Services.

There may be occasions when comments made by children will need to be passed onto other school staff; to other agencies; or to parents. In such cases, pupils should always be told who else will be involved in information sharing and why.

Teaching

In years 5 and 6 children will be taught in single sex groups and where possible the sessions will be led by a specialist teacher, supported by the class teacher and any support staff that usually work with that class. In all other year groups SRE will be taught in class groups by the class teacher.

Ground Rules

Any classroom lessons and discussion will be bound by some ground rules.

- We will use the correct vocabulary.
- We are allowed to 'pass' in discussions and conversations.
- We will not ask personal questions.
(Pupils asking questions phrased in personal terms will be encouraged to re-consider and re-phrase their question in order to gain the information

- they require)
- We will value all questions, listeners will respect the questions asked.
- We will be 'open minded' when asking questions or listening to others.

Answering Questions

The asking and answering of questions is an important part of the educational function of a school. Strong negative messages can be given to children by the refusal of a school to answer children's information-seeking questions.

In years 5 and 6 children will be given the opportunity to write questions at the end of an SRE session. These questions will then be reviewed by the class teacher after the session, allowing them the time to reflect on how best to answer and if necessary take advice from the SRE coordinator, or Headteacher.

If during the course of a session a teacher is asked a question that they are not sure how to answer, they should explain to the child that they will need to think about their question and will answer it either individually or in the next session.

Outline Teaching Programme

The teaching programme will include the following areas and topics, taught and introduced from Reception to Year 6 in accordance with the National Curriculum Science Orders and PSHE Framework:

- Family Life
- The Human Body
- Reproduction
- Human Development
- Personal Safety
- Vocabulary

A more detailed list including subjects within these topics will be available for parents.

Other topics

The following additional topics **are not to be included** in the formal teaching programme; however, it is possible that teachers may be asked questions by pupils about these issues.

Teachers should follow the policy's guidelines for answering questions.

Teachers should answer factual questions concerning these areas, but should not be expected to answer questions that involve making a judgment about the issue.

These additional topics include:

- Sexually transmitted infections, including HIV and AIDS
- Contraception
- Abortion

- Sexual identity

Monitoring and Evaluation.

The SRE teaching programme will be monitored on a regular basis through staff records and pupil's comments and feed-back. School managers will monitor pastoral and other issues, if any, arising from the SRE teaching programme. The teaching programme will be evaluated against the Aims and Objectives contained in this policy.

Monitoring and evaluation comments and findings will be incorporated in an annual review of the school's teaching programme and practice