

Atwood Primary School
Appendix for Sex Relationship Education (SRE)

March 2011 Review March 2012



Policy statement

At Atwood we strive to enable children to talk about their feelings and different types of relationships and we aim to ensure they know that such relationships and sexual feelings are normal. We believe that we should inform children in an age appropriate way about their bodies and sexual matters. This will help them to resist pressures, be able to make positive decisions and be less self-conscious about such issues in later life.

At Atwood we recognise that SRE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.

The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence to adulthood.

It has three main elements:

- attitudes and values
 - learning the importance of values and individual conscience and moral considerations;
 - learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
 - learning the value of respect, love and care;
 - exploring, considering and understanding moral dilemmas; and
 - developing critical thinking as part of decision-making.
- 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 an absence of prejudice;
 - developing an appreciation of the consequences of choices made;
 - managing conflict; and
 - learning how to recognise and avoid exploitation and abuse.
- knowledge and understanding
 - learning and understanding physical development at appropriate stages;
 - understanding human sexuality, reproduction, sexual health, emotions and relationships;
 - learning about contraception and the range of local and national sexual health advice, contraception and support services;
 - learning the reasons for delaying sexual activity and the benefits to be gained from such delay; and
 - the avoidance of unplanned pregnancy.

Organisation, planning and delivery

The co-ordinator for this subject is the PSHE Co-ordinator, Anna Huzzey.

SRE is part of the PSHE curriculum and should be taught throughout all the key stages. Many of the skills learned in PSHE are transferable to SRE. The class teacher is the primary person to teach SRE but outside agencies and personnel can support and enhance its delivery. Currently our school does not involve any outside agencies in the teaching of SRE as our current resources provide a very good support to pupils' learning.

Children receive a balance of accessible, age-appropriate information as well as the social and personal skills they need in order to face any moral issue or dilemma. It is important that they also have the opportunity to reflect upon what they have learnt, to think through concerns or questions they might have and to discuss them in both formal and informal settings. Furthermore, there should also be frequent opportunities for teachers to address any misconceptions or misunderstandings.

SRE is taught at Atwood in a whole school, spiralling curriculum. This enables children to constantly revisit their understanding of SRE as well as build upon it each year with further, age appropriate information. It gives them the opportunity to constantly reflect upon what they have learnt and to apply it in their everyday lives.

Our SRE curriculum has been developed in accordance with statutory government guidance and with strong consideration of non-statutory guidance.

Statutory Guidance

Education Act (1996.)

- The SRE elements in the National Curriculum Science Order, across all key stages, are mandatory for all pupils of primary school:
- To recognise and compare the main external parts of the bodies of humans.
- That humans can produce off spring and that these off spring grow into adults.
- The main stages of the human life cycle – birth, puberty, pregnancy and death.

National Curriculum (2000)

It has two main aims:

- To provide opportunities for all pupils to learn and achieve.
- To promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities and responsibilities of life.

Learning and Skills Act (2000)

This Act requires that children and young people:

- Learn about the nature of marriage and its importance for family life and the bringing up of children.
- Are protected from teaching and materials that are inappropriate having regard to the age and the religious and cultural background of the pupils concerned.

All parents from Reception to Year 6 will receive a letter outlining the SRE curriculum that will be taught to their child in each year. Parents have the right to withdraw their children from all or part of the sex and relationship education provided at school except for those parts included in the statutory National Curriculum (Science). If parents wish to withdraw their child from aspects of sex and relationship education, not in the Statutory National Curriculum, parents must make an appointment to speak to the class teacher, the PSHE coordinator or Head teacher. If concerns still exist and the lesson in question is not part of the National Curriculum, then alternative arrangements will be made. Any child, who misses discrete SRE lessons due to sickness etc, will be given another opportunity to participate.

Non-Statutory Guidance

National Framework for Personal, Social, Health Education (PSHE) and Citizenship (2000)
This has four strands:

1. Developing confidence and responsibility and making the most of their abilities.
2. Preparing to play an active role as citizens.
3. Developing a healthy, safer lifestyle.
4. Developing good relationships and respecting the difference between people.

Sex and Relationships Education Guidance (2000)

All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes.

Meeting these objectives will require a graduated, age appropriate programme of sex and relationship education. Teaching methods need to take account of the developmental differences of children and the potential need for discussion on a one-to-one basis or in small groups.

SRE Scheme of Work.

At Atwood SRE is taught through the Croydon Sex and Relationships Education Scheme of Work, (SOW) 2008. The SOW incorporates statutory aspects of SRE as well as elements of SRE that are recommended best practice. The lesson plans and activities provided in this scheme are to be adapted by the class teacher to suit the needs of their class. Resources are also available to support the scheme and these are to be used at the class teacher's discretion. All new resources such as DVDs, books and leaflets must be approved before use by the PSHE co-ordinator.

SRE is to be taught through a combination of discreet curriculum time and cross-curricular lessons. Many elements of the SRE SOW are inadvertently taught through every day school life and the very ethos of our school, such as how to communicate our emotions or form positive relationships. Others, such as 'Choices' or 'Recognising human differences' can be taught through Literacy or Geography lessons, for example. Some off-timetable experiences and activities provide useful opportunities for particular aspects of SRE to be focused upon, for example residential experiences help children to develop assertiveness skills or ways to strengthen their existing relationships.

Croydon Sex and Relationships Education Scheme of Work content from EYFS to Year 6.

Foundation Stage (Reception)

Myself and Others - to recognise some feelings
- to recognise that their behaviour affects other people, especially when angry

Family networks - that family and friends should care for each other

Body Awareness - to appreciate and value their body and its
- capabilities and uniqueness

Hygiene - to understand why hygiene is important

Year 1

Myself and Others - to know the importance of valuing oneself
- to begin to realise that everyone is different

Body Parts - to recognise their bodies capabilities and uniqueness

Family - to know that there are different types of family and all have special roles in their lives

Friendships - to understand what friendship is

Choices - to recognise they have choices that they can make

Year 2

Body Development - to learn that humans produce babies that grow into children and then grow into adults
- how they have changed and developed since they were babies

Looking after the body - to learn why it is important to keep clean

Safety - to have considered personal space, touch and my body

Secrets - to know the difference between a good secret and a bad secret

Year 3

Self Esteem - to recognise their worth as individuals by identifying positive things about themselves and their achievements, and by beginning to identify any area that needs to be strengthened

Differences and Similarities - to recognise that human differences and similarities arise from a number of factors including cultural, ethnic, racial and religious diversity, gender and disability

Decision Making - to be able to demonstrate simple decision making strategies

Safety - to be able to use basic techniques to resist pressure

Year 4

Emotions - to be able to communicate both positive and negative emotions in different situations

Change - to appreciate that over time we change, physically and emotionally

Assertiveness - to understand and be able to use assertiveness skills

Year 5

Relationships - to be aware that there are different types of relationships, including marriage, long term relationships and those between family and friends
- to identify behaviour and attitudes that contribute to maintaining friendships and relationships

Support networks - to identify their support network and how, when and where to find support when the people in their network cannot help

Puberty and Hygiene - the physical and emotional changes that take place at puberty

Reproduction and pregnancy - to be aware of the facts of the human life cycle, including sexual intercourse

Year 6

Resolving Conflict in Relationships - to resolve differences through negotiation skills by looking at alternatives, making decisions and explaining choices

Taking Risks - to be able to identify some risks, voice their choices and hold their choices in the face of pressure

Stereo typing - to recognise and challenge stereotypes

HIV - to explore stereo typing in relation to HIV (Human Immunodeficiency Virus) and AIDS (Acquired Immune deficiency Syndrome)

Assessment

Individual children's progress is to be assessed using the assessment grids provided in the SOW. These are collected and monitored by the PSHE co-ordinator.

Staff training and development in SRE.

Staff and Governors have received training from Croydon's Healthy schools Advisor in 2011. Further training will be required in 2013 to ensure that teacher confidence remains high.

Links to other policies

This policy is also a part of the PSHE policy and links to: Teaching and Learning, Science, Equal Opportunities and Behaviour.

Policy to be reviewed 2012.