

HAWKESBURY CE VC PRIMARY SCHOOL



SEX AND RELATIONSHIPS EDUCATION (SRE) POLICY

Rationale:

Hawkesbury CE VC School believes that Sex and Relationship Education (SRE) in the school will be developmental and a foundation for further work in secondary school.

SRE in this school will contribute to the requirement of the DfES (as outlined in the PSHE and C framework in Curriculum 2000), that the school curriculum should be one which:

- Promotes the spiritual, moral, cultural, emotional and physical development of children at the school and in society.
- Prepares children for the opportunities, responsibilities and experiences of adult life.
- Teaches about sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.

The school will work towards this aim in partnership with parents.

Purposes:

- to develop children's communication skills.
- to develop and maintain children's self-esteem.
- to prepare children for puberty.
- to provide children with access to correct information about their bodies and those of the opposite sex.
- to develop children's acceptable vocabulary for communication about their bodies.
- to build positive attitudes.
- to provide children with knowledge about the process of human reproduction and sexual health.
- to enable children to acquire skills and attitudes which prepare them to learn about loving and stable relationships
- to provide the opportunity for children to understand and cope with personal safety, helping them to develop critical thinking as part of decision-making and exercise some basic techniques for resisting peer group pressure.

Guidelines:

Hawkesbury CE VC School will offer a programme of SRE. It will be appropriate to the children's age, maturity and experience and will be presented within a moral, family-orientated framework.

In delivering the programme for SRE, the school will seek the advice of the School Health Nurse and other experts, where appropriate.

When work of this nature is part of classroom planning, parents should be notified in advance.

SRE will be delivered through themes and topics identified in the SEAL, RE and Science (Life Processes and living things) Schemes of Work.

Puberty education may be introduced in the latter part of Year 5 and will continue in Year 6. Boys and girls may, at times, be taught separately. Following lessons on puberty education, boys and girls will be given the opportunity to talk privately to a member of staff or school health nurse. This will enable them to ask questions without embarrassment or anxiety.

At Year 6, boys and girls may be taught together. If, subsequently, they have questions or concerns that they wish to raise privately, they will be free to approach any member of staff, male or female, with whom they feel most comfortable. Parents are granted the right to withdraw children from all or part of SRE provided at school except for those parts included in the statutory National Curriculum 2000.

Sequence for teaching Sex Education

Foundation	Developing good relationships with adults and peers, e.g. taking turns, sharing fairly, working cooperatively in groups
Y1/2	Naming different feelings Listening to others – developing the skills of listening Similarities and differences in people – noticing and celebrating Caring for each other – family and friends Teasing and bullying – how it makes us feel
Y3/Y4	Feelings - things that make me happy, sad, etc. Difficult situations - e.g. teasing, bullying. Family Friendship - who our friends are. Making decisions - influences on me. Keeping Safe. Varied lifestyles in the class community - differences in others and how we feel about differences.
Y5/6	Birth initiation ceremonies and celebrations. Puberty - Moods and emotions, personal hygiene, coping with change, menstruation Conception and Birth - Parental responsibility Developing relationships – Families, respecting differences, expressing feelings Decision making Feelings about the future (e.g. changing schools) Keeping healthy - Media messages about health and sexuality

Questions should be answered honestly and appropriately for the age of the child.

Pupils and parents will be made aware that teachers cannot offer unconditional confidentiality. Pupils will be reassured that if confidentiality has to be broken they will be informed first and supported as appropriate.

Conclusions:

This policy follows the Authority's Sex Education Guidelines for schools and will be periodically reviewed.

Agreed at the Full Governing Body meeting 15th September 2014. Agenda Item 7.

Signed: Chair of Governors

Review Date: Autumn 2017

Equalities Impact Assessment: Completed

