



SRE POLICY

<u>Approved</u>	November 2014		
<u>Review Date</u>	July 2016		
<u>Signed</u>		<u>Name</u>	
<u>Signed (Chair of Local Governing Body)</u>		<u>Name</u>	
<u>Signed (Company Secretary)</u>		<u>Name</u>	

Chapel St Trust Mission Statement

As part of the Chapel St family of schools, Benedict Primary strives to provide an attractive, safe, well-ordered, child-centered place of learning within a broad, generous and inclusive Christian ethos. Maintaining and sustaining the highest standards of teaching and learning is the key concern of governors and staff. The school seeks to work positively with parents and carers to fulfill the school's expectation that all learners are enabled to achieve at the highest level of which they are capable.

Chapel St welcomes children and families from all faiths and none to work together towards the good of the whole community through **Grace, Love and Fellowship**. There is a daily act of collective worship, which encourages spiritual development and a mutual understanding of life together.

Our School Vision

Inspire, Think, Enrich

“To develop an emotionally intelligent learning school, where everyone is inspired and has a belief in their lifelong learning goals; feel valued and are empowered through thinking to learn; work together to develop positive self-esteem and enrich individual, team and whole school success through Grace, Love and Fellowship.



Benedict Primary School Sex and Relationships Education Policy

This policy comes within the overall school policy on PSHE and Science. SRE is taught as part of the National Curriculum for Science and as part of the school's scheme of work for PSHE and Citizenship. The aim of SRE is to help and support young people through their physical, emotional and moral development. The SRE programme will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. Pupils will be supported to develop the right attitudes, skills and knowledge (ASK) to manage the complex processes of growing and changing.

Aims:

1. To help and support pupils through their moral and social development so that they learn to respect themselves and others.
2. To ensure pupils have knowledge so that they understand and, therefore, are able to take responsibility for consequences of their actions.
3. To help and support children to make and keep relationships, and to understand the value of positive relationships.
4. To provide pupils with the language and confidence to experience meaningful discussions about relationships and feelings
5. To prepare pupils for the emotional and physical changes ahead of them.
6. To ensure that SRE is inclusive of all pupils and all cultures. It will be based on the knowledge of and sensitivity towards the individual, as well as to group needs, of the pupils, ie level of maturity, gender, culture, SEN etc..
7. To contribute to pupils' emotional health and well-being and, in particular, to children's ability to protect themselves and to understand their rights as human beings.
8. To help keep pupils safe from unwanted attention, to provide them with the skills to ask for help and to ensure that pupils know to whom they can go for help.
9. To be flexible and to respond to individual needs and circumstances as and when they arise.
10. To challenge and reduce prejudice and stereotyping.

Entitlement

Sex Education forms an integral part of the Science Curriculum for pupils in Year 5. For children in other year groups, the curriculum contains learning around growing up, health education and changes. Children also learn the scientific names for the parts of the body in order to create a shared language that is appropriate for the classroom.

School Curriculum

DFE:

“The Department recommends that all primary schools should have a sex and relationship education programme tailored to the age and the physical and emotional maturity of the children. It should ensure that both boys and girls know about puberty and how a baby is born – as set out in Key Stages 1 and 2 of the National Science Curriculum..

All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes. In the early primary school years, education about relationships needs to focus on friendship, bullying and the building of self-esteem”

At Benedict, we believe that SRE has a place in every year group and will be taught in an age appropriate way. Class teacher will follow the CWP (The Christopher Winter Project) scheme of work.

Suggested content for each group:

Reception: Our lives – keeping ourselves clean and Families

Year 1: Growing and Caring for ourselves- Keeping clean, growing and changing, families and care.

Year 2: Differences – Differences: boys and girls, naming the body parts

Year 3:Valuing Difference and Keeping Safe – Personal space, family differences

Year 4: Growing Up – Growing and changing, what is puberty?

Year 5: Puberty – Talking about Puberty, Changes in men and women, reproduction

Year 6: Puberty relationships and reproduction – Communicating in relationships, conception and pregnancy.

This content is suggested but will be adapted according to the needs of the pupils however, the content from the science curriculum must be taught in sequence and in the allocated year group. Deviation from suggested content must be discussed with Leader of Learning, Science and PSHE coordinators before proceeding with lessons.

NB:This content combines the science and pshe curriculum. Each year group is given up to 4 sessions to teach during the year.

Parent Partnership

Parents are key people in:

- teaching their children about sex and relationships
- maintaining the culture and ethos of the family
- helping children cope with the emotional and physical aspects of growing up
- preparing them for the challenges and responsibilities that sexual maturity brings

At Benedict, we want parents to feel they can contribute to the policy. This policy is available on request, and is on the website. Parents of year 5 pupils are invited to a meeting and to discuss the content of the year 5 curriculum with class teachers and coordinators. Parents are informed of their rights of withdrawal. Letters are written to inform them of the term in which children will receive SRE sessions. SRE materials will be made available to parents who wish to supplement school SRE and to help in their SRE at home.

In other year groups, parents will be made aware of the coverage of the SRE curriculum through curriculum evenings where they will be provided with curriculum maps and opportunity to ask questions about the curriculum.

Right to Withdraw:

Significant aspects of sex education remain part of the National Curriculum for Science. These must be taught to all pupils and parents cannot withdraw pupils from such lessons. Parents can withdraw their children from all or part of sex education outside the National Curriculum.

Confidentiality

Wherever appropriate, teachers will encourage pupils to discuss their concerns with parents or carers. The negotiation of 'ground rules' in SRE lessons will be important. Teachers will make it clear to pupils the level of confidentiality that they can offer.

Teachers cannot offer or guarantee absolute confidentiality. Teachers need to be aware that effective SRE which brings an understanding of what is, and what is not acceptable, in a relationship, can lead to a disclosure of a child safeguarding issue. Pupils need to be reassured that their best interests will be maintained and that they will be encouraged to disclose such information. This could lead to child safeguarding action. On the rare occasion of a child disclosing his/her intention to be, or who is being, sexually active will be dealt with as a child safeguarding matter. Teachers should consult with the school's CP leader for advice on CP matters.

Monitoring

GOVERNOR INVOLVEMENT: Governors will agree and review this policy annually at governor meetings.

SRE is managed by the PSHE (Personal, Social and Health Education) subject leader and the Science Leader in consultation with the Leader of Learning.

The PSHE subject leader and Science Leader will:-

- monitor and evaluate the SRE programme in conjunction with the senior management team
- liaise with staff, pupils, parents, LA advisors and governors over PSHE
- update resources
- assess staff training needs
- keep up to date with current legislation
- annually review provision
- discuss with any interested parents the content of the SRE programme

Complaints

If a complaint is made about the delivery or content of the SRE programme it can be made verbally or in writing to the headteacher. If this is not settled to parents' satisfaction it will be investigated by the governing body through the formal complaints procedures.

Sarah Evans

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