

Castle Carrock School Sex and Relationship Education Policy (S.R.E.)

Reviewed annually: September 2016

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To be reviewed: September 2018

Headteacher: Rebecca Stacey

Chair of Governors: Mark Hetherington

Aims and Objectives

Castle Carrock School believes that sex and relationship education in the school is developmental and a foundation for further work in secondary school.

Throughout the school aspects of SRE will be taught as an integral part of our PSHCE programme from Reception to Year 6. In this way we aim to enable children to develop their ideas, knowledge and skills gradually and appropriately.

Our SRE programme will contribute to the foundation of PSHCE and Citizenship by ensuring that all children:

- Develop confidence in talking, listening and thinking about feelings and relationships;
- Are able to name parts of their body and describe how their bodies work;
- Can care for themselves and know how to obtain help and support; and
- Are prepared for puberty.

Values

The sex and relationship programme will reflect the school ethos and will demonstrate and encourage the values identified in our PSHCE programme. S.R.E. will promote children's self esteem and emotional well being and will be taught in the context of relationships. We aim to encourage children to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Organisation

We will follow the compulsory requirements of National Curriculum Science Key Stage 1 and 2.

Throughout the programme staff will ensure that they provide information which is easy to understand, relevant and appropriate to the age and maturity of the children. The teaching programme will include the development of communication and social skills; at the same time as encouraging the exploration and clarification of values together with the development of positive attitudes.

Class teachers will use their professional judgement when deciding grouping structures for the teaching of S.R.E., this will depend on the material being taught, together with the particular class dynamics which will vary from year to year.

Equal Opportunities

Castle Carrock School is committed to working towards equality of opportunity in all aspects of school life. We will ensure that all children have equal access to the S.R.E. curriculum regardless of age, race, gender or ability. We will do this by using appropriate teaching techniques, providing differentiated activities, using Teaching Assistants where possible and by reference to pupil's I.E.P's, where appropriate.

Parents

Parental Consultation. A questionnaire was given to parents to canvas their opinions. This Policy together with Appendix A " Suggested Learning Outcomes" takes account of parental viewpoints. A copy of the Policy and suggested learning outcomes is available in school for parents to read. The Class teacher will ensure that parents of Year 5/6 children have the opportunity to view the materials prior to them being used in the classroom.

Any parent wishing to withdraw their child from aspects of sex and relationship education has the right to do so following consultation with the Headteacher.

Dissemination of the policy

The Headteacher will ensure that all members of staff and governors receive a copy of this policy. Copies will also be available in school for parents to read.

Involvement of external agencies.

Advice will be taken from outside agencies such as the School Nursing Service, the Local Authority and other agencies where relevant. The school will also provide training to staff where appropriate. Input from external agencies will be used to enhance provision where possible (e.g. Life Education Bus annual visit.)

Safeguarding

In the event of a disclosure during any sex and relationship education, staff will follow guidance detailed in Castle Carrock School Safeguarding and Child Protection policies.

Monitoring

The Teaching, Learning and Achievement Committee of the Governing body, in conjunction with the Headteacher will monitor the implementation of this Policy.

Appendix A

The following learning outcomes have been identified as appropriate following guidance from the National Curriculum, OFSTED, Non statutory guidance, the Sex Education Forum fact sheet and feedback from parents.

Learning Outcomes

By the end of Key Stage 1.

Pupils will be able to:

- Recognise and compare the main external parts of the human body
- Recognise similarities and differences between themselves and others and treat others with sensitivity
- Identify and share their feelings with others
- Recognise safe and unsafe situations
- Identify and be able to talk with someone they trust
- Be aware that their feelings and actions have an impact on others
- Make a friend, talk with them and share feelings
- Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

Pupils will know and understand:

- That animals including humans grow and reproduce
- That humans and animals can produce offspring and these grow into adults*
- The basic rules for keeping themselves safe and healthy
- About safe places to play and safe people to be with
- The needs of babies and young people
- Ways in which they are alike and different from others
- That they have some control over their actions and bodies
- The names of the main external parts of the body.
- Why families are special for caring and sharing.

Pupils will have considered:

- Why families are special
- The similarities and differences between people
- How their feelings and actions have an impact on other people.

By the end of Key Stage 2

Pupils will be able to:

- Express opinions, for example about relationships and bullying
- Listen to, and support others
- Respect other people's viewpoints and beliefs
- Recognise their changing emotions with friends and family and be able to express their feelings positively
- Identify adults they can trust and who they can ask for help
- Be self-confident in a wide range of new situations, such as seeking new friends
- Form opinions that they are able to express openly.
- Recognise their own worth and identify positive things about themselves
- Identify factors that affect their own and others' well being. Balance the stresses of life in order to promote both their own mental health and wellbeing and that of others
- See things from other people's viewpoints, for example their parents and their carers
- Discuss moral questions
- Listen to, support their friends and manage friendship problems
- Recognise and challenge stereotypes, for example in relation to gender
- Recognise the pressure of unwanted physical contact, and know ways of resisting it.

Pupils will know and understand:

- That the life processes common to humans and other animals include growth and reproduction
- The main stages of the human life cycle
- How to develop safe routines that can stop the spread of viruses.
- About the physical changes that take place at puberty, why they happen and how to manage them
- The many relationships in which they are all involved
- Where individual families and groups can find help
- How the media impact on forming attitudes
- That their actions have consequences and be able to anticipate the results of them
- About different forms of bullying people and the feelings of both bullies and victims
- Why being different can provoke bullying and know why this is unacceptable
- To understand and accept, a wide range of different family arrangements, for example, second marriages, fostering, extended families and three or more generations living together.

Pupils will have considered:

- The diversity of lifestyles
- Others' points of view including their parents' or carers.
- Why being different can provoke bullying and why this is unacceptable
- When it is appropriate to take a risk and when to say "no" and seek help
- The diversity of values and customs in the school and in the community
- The need for trust and love in established relationships.