



POLICY FOR SEX & RELATIONSHIPS EDUCATION

Aims and Objectives of SRE

St Margaret's Primary School believes that SRE in this school will be developmental and a foundation for further development in the Secondary School.

The school's aim is to enable each child to reach their full potential academically, emotionally and socially.

To achieve this aim, the school will provide for all pupils a secure environment which ensures an informed respect for diversity of race, religion, culture and equal opportunity.

By the work done in school, our approach to learning, and the general aims and ethos of St. Margaret's, we hope that each child will have the opportunity to develop;

- The ability to respect him/herself and others
- The acquisition of the knowledge and understanding that will enable the child to choose a healthy lifestyle and be prepared for adult life
- The ability to make judgements based on knowledge instead of prejudice or superficialities
- Skills such as confidence, self esteem and assertiveness so that they can make decisions which are both personally satisfying and socially constructive
- The ability to form sound friendships, and responsible attitudes and values towards sexuality and relationships.

The school will work towards these aims in partnership with the parents. The aim of the SRE policy is to clarify the content and manner in which SRE will be delivered in this school.

Other school policies that have relevance to SRE are:

- PSHEE
- Child Protection
- Behaviour/Anti Bullying
- Teaching and Learning
- Special Needs
- Drug Education
- Science

Moral and Values Framework

SRE is an important part of the PSHE/Ct framework. The framework is underpinned by the values and standards that form a part of the whole spiritual, moral, social and cultural education in the school. PSHE/Ct is also taught alongside Religious Education and therefore there are often cross-curricular links when dealing with moral issues.

The SRE programme will reflect the school's over-arching aims and demonstrate and encourage the following values:

- Respect for self
- Respect others
- Responsibility for their own actions
- Responsibility for their family, friends, school and wider community.

Inclusion

St. Margaret's aims to be a fully inclusive school and all resources used will support this commitment.

CONTENT

The SRE programme will:

- Provide information that is relevant and appropriate to the age and developmental stage of the pupils.
- Develop skills of assertiveness, communication and effective dialogue in relationships.
- Encourage the exploration and clarification of values and attitudes.
- Foster self-esteem, positive self-image and confidence.

Topics and themes will be revisited from year to year taking account of the pupils' development and the spiral curriculum concept.

The content of the SRE programme will be based on the recommended LEA SRE curriculum programme using 'Health for Life' as a framework.

Topics will include:

- Feelings and relationships
- My healthy body
- Lifestyles and culture
- Growing Up

Organisation

SRE will be co-ordinated by Mrs. R. Crist in close co-operation with the staff, governors and parents. Mrs L.J. Hughes maintains excellent links with the governing body.

Delivery will be:

- As topics
- Through planned aspects of science
- Addressed occasionally in assembly time
- Through pastoral time
- Through story time

Active learning methods, which involve pupils' full participation, will be used.

Single sex groups will be used as and when deemed appropriate.

The resources used are made available for parents to view at an annual parents meeting. St Margaret's Primary School is committed to working towards equal opportunities in all aspects of school life. All resources and teaching methods used will support this commitment.

All members are committed to delivering the SRE programme who are supported by an INSET programme.

SPECIFIC ISSUES STATEMENTS

Working with parents and pupil withdrawal procedures

St Margaret's Primary School is committed to working with parents. Under the 1993 Education Act pupils can be withdrawn by their parents, from part of the SRE programme that is outside the compulsory elements of SRE in the National Science Curriculum. Parents wishing to exercise this right are invited to contact the Headteacher. She will discuss the possible impact the withdrawal may have on the pupil and she will talk with the parents about the pupil's possible negative experiences or feelings that may result from exclusions and ways which these can be minimised. Once a pupil has been withdrawn they cannot participate in SRE until the request of withdrawal has been removed.

Disclosure or suspicion of possible abuse.

St Margaret's Primary School has a Child Protection policy and procedure for dealing with forms of child abuse based on the LEA guidelines and recommendations. This policy is available on request.

Answering difficult questions.

Sometimes an individual child will ask explicit or difficult question in the classroom. Teachers have been informed that they do not have to answer questions of this nature directly; they can be addressed individually later. The governors support individual teachers in using their discretion and skill in these situations and can refer to the Headteacher if they are concerned.

Outside Agencies.

Outside agencies will be used to support and assist the teachers in the development of the classroom-based work. On rare occasions outside agencies may be involved in classroom based work as part of the developmental

programme following discussions and negotiation. They will be required to work within the schools moral framework outlines earlier. Any agency representative will need to have been CRB checked.

HIV/AIDS policy

The school will follow the procedure outlined by the City Council with regard for supporting pupils or staff infected or affected by HIV/AIDS should the situation arise.

Dissemination of the Policy

All staff members and governors will receive a copy of this policy. Parents are welcome to request a copy.

Evaluation, Monitoring and Review.

Elements of SRE within the science curriculum will be formally assessed. The policy will be reviewed in 2015 using a consultative process that identifies teacher, pupil and parent feedback on the SRE programme.

A report will be made by the co-ordinators to governors when required. A summary on progress is included in the annual report to parents.

Conclusion

A 'Worry Box' will be available for children to write down private concerns, which will be dealt with as appropriate and at an appropriate time.

- A letter will be sent to the parents of Y5/Y6 children explaining that the children are about to embark upon their SRE lessons and inviting parents to discuss any issues and if necessary withdraw their child from the lessons if desired.
- The group will consist of all Y5/Y6 boys and girls
- Throughout the course of lessons the children will watch videos (boys and girls may be separated for different videos/discussion and then brought back together).
- After the videos the children will be given the opportunity to discuss what they have seen and to ask any questions.
- There is no strict limit to the amount of lessons. This depends on the personality, maturity and interest of the group.
- At the end of the course the children are allowed to take the booklet home. They are also encouraged to feel that they can ask questions at any time throughout the year.

We hope that children will develop a healthy and confident attitude to matters concerning SRE, which will stay with them throughout their lives.