

SER Policy

Keelham Primary School



Approved by: C North

Date: 5th November 2018

Last reviewed on: November 2018

Next review due by: November 2021

Keelham Primary School

Sex and Relationships Education Policy

Mission Statement of Keelham Primary School

Children at Keelham can expect exciting, enjoyable and high quality learning opportunities. Staff members treat every child as an individual with their own needs.

Parents and Governors of Keelham support and encourage the development of the school within the community.
Everybody within school is a learner and can reach their full potential.
Everybody feels valued and knows their voice will be heard.

This policy is written within the guidance set out by the Sex Education Forum 2014 policy guidance.

Rationale

“Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about understanding 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 – this would be inappropriate teaching.” [Sex and Relationships Education Guidance ref DfEE 0116/2000]

- SRE Post 2000

Links to Other Policies and Documentation

The SRE policy, with the Drugs Education Policy, forms part of the PSHCE policy.

See also

Child Protection+ Safeguarding

SEN policy

Code of Conduct

Health and Safety policy

Behaviour and anti- bullying policy

Primary Science Curriculum

Aims and Objectives

Sex and Relationships Education within our school aims to provide opportunities for pupils to develop the skills, knowledge and understanding they need to lead confident, healthy, independent lives and become active and informed citizens. Information will be delivered in an accepting and honest way, which enables young people to contribute, and as deemed age-appropriate. Parents will be fully informed of policy and practice.

SRE will focus on:

Attitudes and Values

- Learning about the values of family life and stable relationships.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.
- Provides opportunities for reflection on their values and the values of others.

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 understanding of differences and with the absence of prejudice.
- Learning about appropriate behaviour within different relationships: develop pupils’ skills to keep themselves safe.
- Providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions, and to manage conflict.

Knowledge and Understanding

- Information about healthier, safer lifestyles
- Physical development
- Emotions, relationships and reproduction.

Curriculum Content

EYFS, the provision will provide opportunities for development of :

- Self esteem
- Relationships- family, friends, understanding others and respecting differences our bodies
- Feelings
- Showing respect
- Growth and change
- Feeling safe + happy

In Key Stage 1, the focus will be on children being able to understand the importance of: They deliver this through circle time and RE lessons.

- Self esteem
- The concept of growth and change
- Showing respect
- Relationships – family, friends; understanding others and respecting difference
- Feelings
- Personal hygiene
- Knowing places that are safe and where to go for help
- Making safe choices – saying no, when to keep a secret, when to tell
- Knowing that we have rights over our own bodies – Our bodies – what areas are private and should not be touched
- Who they can talk to if they are worried
- The use of respectful language

In Key Stage 2

- Life changes
- Self esteem
- Respect for their own and others bodies
- Recognising risk/making safe choices.
- Resisting unwanted peer pressure
- The influence of the media
- How to access help - who they can talk to for advice
- Making safe choices – saying no, when to keep a secret, when to tell
- Feelings and emotional change (linked to puberty)
- Bullying
- Relationships (family, friends, love, marriage)
- To help them understand the difference between safe and abusive relationships.
- Equip the children with the skills to get help when they need it.
- Understanding differences
- Preparation for sexual maturity and the process of conception and birth
- How changes at puberty affect bodily hygiene
- The use of respectful language
- Challenging gender stereotypes and homophobia.
- Tackles all types of prejudice and promotes understanding and respect.
- How diseases can be caught, including HIV from sex and how they can be prevented

Organisation and Delivery

The PSHE co-ordinator is responsible for co-ordinating the policy and curriculum content.

SRE will be taught to class or individual year groups primarily by the class teacher, supported by in class teaching assistants. There will be the provision for single-sex groups as appropriate, There is a cohesive, spiral curriculum running from year 1 to year 6.

The school nursing team can provide trained professionals to deliver specific health related aspects of SRE, will be invited to support the delivery of the SRE curriculum.

Other agencies/ visiting speakers may be invited to input into the programme.

All linked agencies, as above, will be appraised of this policy and where they fit within the planned programme; there will be discussions before any input, including on confidentiality issues, and joint evaluation afterwards. No visitor will work with pupils in a classroom situation without a teacher present.

Teachers should make effective use of questioning to challenge pupils views, deepen thinking and support pupils with different abilities. Teachers will create the correct learning environment so that children feel emotionally safe and secure.

Parents have the right to withdraw their children from any SRE that falls outside of the statutory curriculum. Any parents expressing concerns will be invited into to school for discussions with the headteacher and teacher responsible for delivering the programme, and to view materials and resources. Should they still decide to exercise this right school will make provision for the supervision of the child.

Teachers will answer pupil questions appropriately and using their professional judgement, in line with this policy. There is no expectation that any teacher delivering SRE will automatically answer pupil questions, as this may infringe personal boundaries. However, in this instance, pupils will be advised to talk to their parents, another member of staff, or advised as to where they may be able to access information eg helplines, websites, leaflets etc.

Support and Training

The governors acknowledge that the effective teaching of SRE, within the PSHE framework, requires particular skills and expertise. All staff will have the opportunity to attend awareness-raising sessions and to discuss whole-school issues. Those staff with specific responsibility for delivering the programme will be consulted as to their particular training requirements, and access to these will be through CPD.

Monitoring and Evaluation

Both the policy and classroom delivery will be monitored and evaluated as part of the regular cycle of self review.

Procedures will include:

- lesson observations by the Head teacher or coordinator pre-arranged observation by the subject link governor
- the appropriate person reporting back to the governor sub-committee twice a year
- evaluation by pupils of both individual sessions and the whole programme focussing on learning outcomes and appropriate delivery
- Coordinator evaluation of the programme linked to individual teacher feedback.

The policy will be reviewed, after consideration of all of the above every 3 years (2020) and ratified by the full governing body.

Policy dated: November 2018

Ratified by governing body:

Signed by: (headteacher and chair of governors)

November 2018