

Gillingham Primary School



Sex and Relationship Education Policy

Revisions/Amendments

Date: 15.06.10 Name: Curriculum Committee

Date: 21.06.11 Name: Curriculum Committee

Date: Name:

GILLINGHAM PRIMARY SCHOOL

Safeguarding

Everyone at Gillingham Primary School is committed to ensuring the safeguarding of all children and adults. Our Safeguarding Policy and information regarding Child Protection Procedures is available on our website or from the school office.

SEX AND RELATIONSHIP EDUCATION POLICY

1. Introduction

- SRE is part of the PSHE curriculum and is a foundation subject.
- SRE is also part of the science curriculum and is a core subject.
- SRE is taught through both the PSHE SEAL framework, the science framework and through discreet lessons. Key documents for this subject can be found in the National Curriculum guidelines (www.nc.uk.net) and through the NHS / Dorset County Council SRE guidance. (www.dorsetforyou.com)

2. Broad aims

Our aims in the teaching of SRE are to:

- Encourage personal and social development
- Foster self esteem and self awareness
- Encourage a sense of moral responsibility
- Challenge stereotyping
- Promote confidence and independence
- Encourage pupils to become informed, active and responsible citizens

3. Key Objectives

In KS1 pupils should be taught to;

- Recognise similarities and differences between themselves and others and to treat each other with sensitivity and respect
- Use acceptable names for body parts
- Recognise safe and unsafe situations
- Be aware that their feelings and actions impact on others
- Use simple rules for dealing with strangers
- Identify human family relationships and raise awareness of the various types of human families
- That animals including humans grow and reproduce

In KS2 pupils should be taught;

- About human and animal reproduction, including how a baby is conceived, born and also life processes and growth.
- About the main stages of the human life cycle
- About how their body changes at puberty, such as the onset of periods and the voice breaking and why they happen and how to manage them.
- To recognise how their emotions change at puberty and how to deal with their feeling towards themselves, their families and others in a positive way.
- To be aware of different types of relationships, including marriages and those between friends and families, and to develop skills to be effective in relationships.
- How the media impacts on forming attitudes
- To be aware of the possible consequences to their actions

- To be aware of the different forms of bullying and the feelings of both bullies and victims and why being different can provoke bullying and to know why this is unacceptable
- The need for trust and love in established relationships.

4. Working with parents.

Opportunities for partnerships with parents and carers/the wider community.

- We believe working with parents is vital and will ensure that a positive effort is made to inform and involve parents in the development and review of the schools SRE programme as part of an ongoing process.
- The policy is available for inspection by parents, via the schools website and on site access. Information regarding the SRE content will be made available at parents' evenings.

5. Rights of withdrawal

- Opportunities exist throughout the statutory curriculum to provide SRE.
- The school would prefer parents to be involved in this sometimes sensitive area by being informed and involved in the schools SRE programme so they can continue discussions at home.
- However, in the event of any parent or guardian wishing to withdraw their child from some or the entire curriculum, they are asked to inform the head teacher in writing.
- In the event of this happening the parent / guardian will be invited to attend a meeting to discuss any concerns with the school.
- Following this discussion any parent or guardian wishing to exercise their right for withdrawal should be re-assured by the school that appropriate alternative arrangements would be agreed and organised by the school.

6. Statement about Sensitive Issues

- Discussion will be encouraged at all times with ground rules regarding personal questions and behaviour established.
- We shall attempt to deal with questions in a sensitive, open, frank way.
- Questions regarding homosexuality, sexually transmitted infections and contraception will be answered appropriately if raised.
- If child protection issues arise the schools Child Protection procedures will be initiated, all staff are aware of these procedures and are regularly updated. (See Child Protection policy)

7. Opportunities for personalized learning

- We recognize the importance of individual learning styles and the impact of personal needs on progress.
- The learning covered allows for planned differentiation to meet a range of needs. This may include support for less able children and extension and more challenging activities for more able or gifted and talented children.
- The children in the Speech and Language Unit follow the programme for their key stage, which is adapted to meet their language and ability needs. This programme may be delivered within the base or the child may integrate with the appropriate year group.

8. The role of SRE in promoting SMSC development

- The SRE curriculum promotes respect and tolerance for all people by reflecting on personal, social, emotional and moral, issues, using their imagination to understand other people's experiences.
- Pupils will be taught that differences and similarities between people arise and that feelings and actions have an impact on others. They will learn about self esteem and the need for trust in relationships.
- Pupils will learn about different forms of bullying and how being different can provoke bullying and why this is unacceptable.

9. The role SRE in promoting health and well-being

- The SRE curriculum promotes the understanding of healthy lifestyle options by learning about relationships and understanding body changes.
- Pupils will be taught to identify what makes a healthy lifestyle, to understand changes, similarities and differences, to recognize risks, to make informed decisions and behave responsibly.
- SRE promotes Emotional Literacy which in turn develops children's emotional health.

10. Safeguarding equal opportunities in SRE

- All children have access to the SRE curriculum in an age appropriate form.
- Parents are informed of the SRE curriculum and, following consultation with the Head teacher, have the right to withdraw their child from this subject.
- For some children, personal experience may mean that sex and relationships are uncomfortable or emotionally difficult subjects. Leadership Group Teachers are responsible for liaising with class teachers, so that such children can be treated with sensitivity, whilst maintaining equal access to the curriculum.

11. Guidance about planning

- Planning is carried out in three phases (long, medium and short term). The curriculum maps for each year group detail a broad framework of curricular provision, reflecting the school's overall aims, objectives and policies.
- Medium term planning consists of a detailed outline of each unit of work including identified learning objectives, activities and assessment criteria. The medium term plans are then organised into detailed short term plans specifying differentiation, group and class targets, resources and individual learning styles. Consistency in planning is achieved by using agreed pro-formas at the medium and short term stages.

12. Guidance about assessment and recording.

- Pupil evaluation will take place using;
- Formative assessment – by using techniques such as questioning, discussion, observation and marking to inform class teaching and future planning.
 - Summative assessment – based on the pupil evaluation sheet (see SRE guidance Appendix 4) at the end of each set of lessons.