



Date Ratified	20th April 2015
To be reviewed	April 2017

A member of



Sex and Relationships Education Policy

Introduction

This policy was drafted in the light of DfEE guidelines (July 2000) and consultation with staff, and governors. It provided information on how we provide SRE as part of the PSHCE curriculum. This is in addition to the statutory National Curriculum Science topics.

Whilst we at Westminster C of E Primary Academy are aware that parents have the right to withdraw their children from all or part of SRE curriculum provided at academy, except for those parts included in the statutory national Curriculum, we encourage any parent wishing to withdraw their child to discuss the situation with either the PSHCE co-ordinator, senior leadership team or the headteacher/head of academy.

This policy, like all policies is available for parents on request. All teachers and other members of staff have open access to this policy.

As PSHCE provides a natural and appropriate context for the provision of SRE in academy, this policy forms part of the PSHCE policy and links closely with the academy's other policies.

Management and Co-ordination

In accordance with government guidance the PSHCE co-ordinator will be responsible for monitoring and evaluating this policy, supporting its implementation and providing advice and support to governors, teachers and support staff. She will also be responsible for monitoring and evaluating the effectiveness of SRE teaching and learning, in partnership with the Senior Leadership Team.

National and Local Guidance

DfES SRE Guidance Document

Staff trained by the LEA following the Local and national Guidance

Aims and objectives

The academy believes that the essential aim of SRE should be to provide pupils with the knowledge and skills to enable them to make informed and responsible choices now and later in life, emphasising the benefits of a healthy lifestyle. We believe that sex and relationship education should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at academy and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life. We also believe that SRE should be taught within a climate of trust, respect and appropriate confidentiality, in which pupils and adults feel able to talk openly and honestly. Issues raised by children will be dealt with honestly, taking into account the maturity of the child.

A member of

We have prioritised the following objectives:

- To promote pupils' self-esteem and confidence, especially in their relationships with others
- To give accurate information about puberty, reproduction and to promote the skills to build positive personal relationships
- To give pupils opportunities to explore and clarify some of their attitude towards friendships and gender
- To encourage exploration of values and moral issues, hearing the points of view of others and respecting their own and other people's decisions, rights and bodies
- To encourage the development of communication and decision making skills
- To help young people to develop skills to negotiate and resist unwanted pressure
- To give pupils a chance to explore ideas about family, marriage, parenting and the ways in which people care for each other, and the benefits of stable relationships
- To be responsive to differing needs and backgrounds
- To prepare young people for transitions and later life
- To fulfil statutory requirements

Staff Professional Development

Teacher of SRE need a sound knowledge of sex and relationship issues and need to feel confident and comfortable talking with pupils about these issues. All staff involved in the delivery of SRE will have access to professional development and support as required.

SRE in the Curriculum

SRE will be delivered through a combination of planned curriculum opportunities and whole academy approaches. This will take the form of:

- Discrete curriculum time – e.g. as part of the planned PSHCE curriculum
- Basic curriculum time – e.g. through other curriculum areas such as science
- Through activities, academy events and ethos – e.g. pupils listening to and supporting each other, taking responsibility, challenging stereotypes, developing relationships etc.
- Aspects of year 5 and 6 SRE will be taught in single sex groups and be supported by appropriately qualified staff.

Curriculum Framework for SRE

National Curriculum – Science	PSHE and Citizenship		
key stage 1	by the end of KS1 pupils should		
pupils should learn:	be able to:	know and understand:	have thought about:

A member of

<p>that animals including humans move, feed, grow, use their senses to reproduce</p> <p>to recognise and compare the main external parts of the bodies of humans</p> <p>that humans and animals can produce offspring and these grow into adults</p> <p>to recognise the similarities between themselves and others and to treat others with sensitivity</p>	<p>recognise and express pride in themselves</p> <p>recognise and name the basic feelings of happy, sad, frightened, angry</p> <p>make a friend talk with them and share feelings</p> <p>recognise when they feel safe and unsafe</p> <p>use simple safety rules</p> <p>talk with someone they trust when they are worried</p>	<p>that both babies and pets have needs</p> <p>that they have some control over their actions and bodies</p>	<p>their responsibility in caring for younger children and/or their pets</p> <p>why families are special for caring and sharing</p> <p>why teasing is hurtful</p>
--	--	--	---

National Curriculum – Science	PSHE and Citizenship		
key stage 2	by the end of KS2 pupils should		
pupils should learn:	be able to:	know and understand:	have thought about:
<p>that the life processes common to humans and other animals include nutrition, growth and reproduction</p> <p>the main stages of the human life cycle</p>	<p>recognise and tell others with pride and confidence what they are good at</p> <p>express opinions e.g. about relationships and bullying</p> <p>listen to support their friends and manage friendship problems</p> <p>recognise their changing emotions with friends and family and be able to express their feelings</p>	<p>the basic facts about the process of pregnancy and birth</p> <p>the physical and emotional changes that take place at puberty, why they happen and how to manage e.g. periods and wet dreams</p> <p>about different forms of bullying, including cyber bullying, and the feelings of both bullies and victims</p> <p>that safe routines can lessen the spread of viruses including the HIV virus</p> <p>the many relationships in which they are all involved</p> <p>how a family is important to children growing up</p>	<p>the diversity of lifestyles and why respect for diversity is important</p> <p>why it is important to consider others' points of view including their parents</p> <p>why being different can provoke bullying and why this is unacceptable</p>

	<p>recognise the pressure of unwanted and inappropriate physical contact and how to deal with it</p> <p>ask for help from a range of adults they know and can trust</p>	<p>about different family arrangements including the place of marriage</p> <p>how the media and the Internet impact on forming attitudes</p> <p>where individuals, families and groups can go for reliable information</p> <p>puberty happens at different times for different people</p>	
--	---	---	--

Resources

Resources which support this area of the curriculum will be up to date, relevant to the pupils and presented in a way that is consistent with the fundamental aims of PSHCE. Overall responsibility for SRE resources is held by the co-ordinator.

Equal Opportunities

In line with the academy's Inclusion Policy and Equal Opportunities Policy, individual pupil needs will be met in order to ensure all children achieve academically and in their personal relationships. Particular consideration will be given to children with SEN, with further support given as necessary.

Assessment, Recording and Reporting

The assessment, recording and reporting of SRE will be carried out in line with the PSHCE and assessment policy.

Monitoring, Evaluation and Review

Provision for SRE will be monitored, evaluated and reviewed by the PSHCE co-ordinator in line with the PSHCE policy

Confidentiality

In accordance with the DfES 'Sex and Relationship Guidance' we will ensure that:

- All staff, pupils and parent/carers are aware of the academy's child protection procedures and how it works in practice
- In the event of any child protection issues arising, these procedures are followed
- Pupils are informed of the limits of confidentiality that may be offered by teachers
- Ground rules are established in lessons and that these include the limits of confidentiality
- Pupils are informed of sources of confidential support, for example, the academy nurse, GP or local young person's advice centre

A member of

In the event of any child protection issues arising all staff will follow the academy's child protection procedures.

A member of

