Bisham CofE Primary School

Sex and Relationships Education Policy

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Signature: Helen Daniels

Frequency of Review: 2 Years

Next Review Due: ___/___/_____
BISHAM CofE PRIMARY SCHOOL

SRE Policy

Aims of our SRE Policy

We aim to provide a stimulating and supportive learning environment in which pupils can develop their feelings of self-worth and confidence especially in relationship to others. This will include developing the following skills: valuing themselves as unique individuals, keeping themselves and others healthy and safe, communication, decision making and assertiveness, knowing how and where to gain information and support and participating in society.

At the heart of our philosophy is the belief that education is about the whole child.

We have always advocated the benefits of answering all questions which arise at any time in an open, honest and factual manner.

Our SRE Programme

We have adopted a formal programme of SRE for Years 5 and 6. The programme covers:

- the physical and emotional changes which children experience as they grow up;
- the nature of relationships;
- ovulation;
- sexual intercourse;
- pregnancy;
- how a baby develops during gestation;
- birth and early development.

This programme will be delivered through a series of lessons which will usually be held during the Summer Term. They will be taken by the class teacher and non-teaching assistant together. The School Nurse will be consulted and invited to take part in the programme each year.

Partnership with parents/carers

Most of a pupil’s informal sex and relationships education occurs within the family and the school’s programme will complement and build on this in co-operation with homes. Parents/carers of Year 5 and 6 children have the right to withdraw their child from SRE lessons.
and are encouraged to discuss the matter with the Headteacher, so that she can be made aware of the reasons and provide alternative arrangements.

There are elements of sex education in the National Science Curriculum. These areas will be covered in a way which accords to the philosophy and ethos of our school. Parents do not have the right to withdraw their children from these lessons but are encouraged to discuss any concerns with the class teacher and/or the Headteacher.

Moral and values framework

In our School we focus on teaching SRE in the context of relationships using a variety of formal and informal opportunities and strategies. This all helps children to develop their self-esteem and emotional well-being and to form and maintain worthwhile and satisfying relationships, which are based on respect for themselves and for others.

When dealing with any aspect of sex education all staff will operate within the bounds and spirit of this policy and with due regard to the Christian heritage, ethos and philosophy of our school, together with sensitivity towards the beliefs and practices of other religions.

Inclusion statement

In our school we are committed to ensuring that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate.

Links with other policies

For specific details about possible related issues e.g. Inclusion, Confidentiality, Child Protection, Bullying reference needs to be made to our relevant school policy.

Staff training

All teachers and other staff members who are required to teach SRE will have relevant training and resources.

Organisation of SRE

SRE is part of our National Curriculum Science programme. Other aspects are taught mainly in PSHE & Citizenship lessons and lessons on relationships occur also in English and RE. Through planned lessons in the curriculum as well as through wider school activities such as assemblies children are able to develop their ideas, knowledge and skills gradually and appropriately. Teachers have the main responsibility for teaching about SRE in the classroom.

Teaching strategies

We provide an interactive learning environment which is motivating and allows pupils to practise skills, as well as to gain information and knowledge. We also allow time for reflection.
Confidentiality and child protection

All staff members and external visitors, who work with our pupils will be given a copy of this policy and our School’s Child Protection Policy. The Headteacher or Child Protection Officer will have a discussion with any health professional or other adult before they start to work with our children. This is to ensure they are familiar with our policy and expectations regarding correct practice and how to respond to issues, including those that may relate to Child Protection matters.

We make clear to pupils what our procedures are with regard to confidentiality. Teachers will respond to questions in a way that is age and stage appropriate and will always consult with the Headteacher if he/she requires guidance on how to respond.

Similarly if questions are asked in class or in assembly adults will follow agreed practice based on DfE Guidance 2000.

Monitoring of SRE

Our Science and PSHE Co-ordinators will monitor teaching and learning according to our school’s policy. Implementation will be monitored by the Headteacher and PSHE Co-ordinator/s and reported on to the Governing body.

Evaluation, assessment and reporting to parents

Evaluation and assessment including self-assessment are an integral part of SRE. A comment on a pupils’ progress in SRE will be included in our annual reporting on PSHE to parents/carers.