



Dr South's CE(A) Primary School
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Faith, Hope and Love

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Sex and Relationship Education Policy (statutory)

The Governors at Dr South's Primary School adopt the attached SRE Policy.

Adopted by the Full Governing Body in March 2011

Reviewed by the Teaching and Learning Committee in November 2013

Reviewed by the Teaching and Learning Committee in September 2014

Signed Chair of Teaching and Learning Committee

Signed Headteacher

Review Date: July 2018

Review frequency: no set mandatory review – currently every two years

Review approval: FGB to decide (can be individual governor, committee or FGB) – currently delegated to the Teaching and Learning Committee

Sex and Relationships Education Policy

1 Introduction

1.1 At Dr South's CE(A) Primary School, we believe sex and relationships education (SRE) goes beyond the biological knowledge of sex and the importance of personal hygiene; it also has moral, legal, cultural and ethnic dimensions. We believe that the school has a responsibility to guide and develop the children in making informed choices, to understand and deal with their emotions and experience healthy relationships with others. SRE is "learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health." (DfES Guidance Document DfES 0116/2000)

2 Aims and Objectives

2.1 We aim to contribute and promote the spiritual, moral, cultural, mental and physical development of our children. It will prepare them for opportunities, responsibilities and experiences of adult life.

2.2 Throughout our teaching we hope to enable children to learn the significance of stable relationships and marriage. We aim to encourage children to develop caring, honest relationships and value others.

2.3 We aim to inform the children about the physical changes of the male and female bodies throughout puberty and encourage them to ask questions in an anonymous way. We will also provide reassurance that puberty is normal and acceptable.

2.4 We aim to help young people build their self-esteem in order to respect themselves and others and move with confidence from childhood through to adolescence.

2.5 In Year 6 we aim to provide the children with a knowledge and understanding of what happens during sexual intercourse and that this can result in pregnancy. We also wish to encourage discussion and correct any misconceptions about sex and sexuality. (*non-statutory*)

2.6 We will also emphasise the need for children to respect their own bodies and the importance of sexual activity being within a respectful, committed, long term loving relationship. Pupils will be given accurate information and helped to develop skills to enable them to understand differences and develop an awareness of responsibility for themselves and for others.

2.7 We aim to provide an environment where children can seek advice on sexual matters, including those that could be perceived as sexual abuse or exploitation.

3 Teaching and Learning

3.1 At Dr South's, we use a variety of teaching and learning styles to aid SRE. Our principal aim is to teach children to foster and develop caring relationships with others and to understand what sex is and its possible consequences.

3.2 SRE is part of and supports the Science, RE and PSHCE teaching across Key Stage 2. PSHCE throughout the school is supported by the use of the SEAL (Social and Emotional Aspects of Learning) programme.

3.3 SRE has three main elements:

- **Attitudes and values:** learning the importance of values, individual conscience and moral considerations; learning the value of family life, marriage and stable loving relationships; learning the value of respect, love and care; exploring and

understanding moral dilemmas; developing critical thinking as part of decision-making

- **Personal and social skills:** learning to manage emotions and relationships confidently and sensitively; learning to develop self-respect and empathy for others; learning to make choices based on an understanding of difference with an absence of prejudice; developing an appreciation of the consequences of choices made; managing conflict; learning how to recognise and avoid exploitation and abuse
- **Knowledge and understanding:** learning and understanding the physical development at the appropriate stages (*statutory*); understanding human sexuality, reproduction, sexual health, emotions and relationships (*non-statutory*).

3.4 During sex education itself, Years 5 and 6 will sometimes work in different year groups, sometimes work in single sexed groups, have opportunities to ask questions anonymously, abide by some ground rules and watch appropriate DVDs. Distancing techniques are used (eg using fictional characters instead of real people) as a vehicle for teaching and making the children talk more openly about this subject. Other teaching methods include drama, role play, emotional literacy and circle times. The topics covered by the DVD are part of the statutory curriculum so there is no right of withdrawal for parents.

3.5 Teachers have responsibility to ensure the safety and welfare of pupils and can reassure parents that personal beliefs and attitudes of teachers will not influence the teaching of SRE at Dr South's School. The teaching of SRE always follows the child protection policy.

3.6 Teachers and all those contributing to SRE are expected to work within the agreed school ethos and values.

3.7 There are children of differing ability in all classes at Dr South's School. There are suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. This is achieved through a range of strategies including differentiation in group activities, allowing children to ask questions and explore their ideas and having teaching assistants who are available to support children with special needs so they can access the curriculum at their level.

4 SRE Curriculum Planning

4.1 SRE is only part of the PSHCE, RE and Science curricula. It is outlined in our medium term plans and gives a planned unit of progressive skills and learning for each year group.

4.2 SRE will be taught in all year groups, it will be age appropriate and will build on knowledge from year to year:

4.3 The foci in Nursery and Reception will be: awareness of the life cycle (eg eggs becoming chicks, caterpillars becoming butterflies), looking after babies, ageing and growing.

4.4 The foci in Years 1 and 2 will be: the human life cycle, birth customs in different cultures.

4.5 The foci in Years 3 and 4 will be: building successful friendships, body language, how our actions affect others, making choices, building self-esteem, similarities and differences, marriage in different cultures, growing taller, being more skilful, hopes and dreams for the future, resolving conflict.

4.6 The foci in Year 5 will be: the human life cycle, how our bodies change through puberty, personal hygiene, identification of sexual organs, building self-esteem, and building good relationships.

4.7 The foci in Year 6 will be: how babies are made and born, the emotional and physical changes in puberty, dispelling myths, reassuring children and addressing concerns and worries. (*non-statutory*)

5 Contribution of SRE to teaching in other curriculum areas

5.1 The skills that children develop in SRE are linked to and applied in every subject of our curriculum. The children's skills in developing relationships with others are practised all the time. Decision-making and choices are also key skills that filter through the curriculum.

6 Teaching SRE to children with special needs

6.1 Children with specific learning needs are able to access the SRE through enlarged texts, small group discussion, visual and written materials in different formats, through ICT, through signs, symbols and pictures and by teaching assistants supporting them in the classroom.

7 Assessment and recording

7.1 Teachers carry out assessments through observation, discussion with the children and written evidence. There is also feedback from midday supervisors about lunchtimes and any social or friendship difficulties.

8 Right of withdrawal

Prior to covering any non-statutory part of the curriculum, parents will be informed and invited to hear about the intended topics. They have the right to withdraw their children from such sessions, but the school will seek to reassure parents that this is unnecessary. On occasions, children may ask questions about issues outside the curriculum. Teachers will seek to manage this in an age appropriate manner and will exercise their professional judgement.

9 Monitoring and Review

9.1 Monitoring the standards of children's work and the quality of teaching in SRE is the responsibility of the PSHCE subject leader. The subject leader also needs to offer support and advice to colleagues in the teaching and learning of SRE.

9.2 The DVD shown to the Key Stage 2 children is regularly reviewed to ensure it is appropriate.