



Shapla Primary School

**Growing Up Policy
(SRE)
January 2015**

Rationale

We believe that Sex and Relationship Education (SRE) is an integral part of the lifelong learning process, beginning in early childhood and continue into adult life. It helps children to understand their physical, sexual, moral and emotional development, and prepare them for the changes and experiences, which they will inevitably face, and the decisions they will have to make as they grow older. In addition, we see SRE as an integral means by which children can keep themselves safe, and therefore this policy links directly to our Safeguarding policy.

At Shapla Primary School we recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and children, and discuss the content of programmes.

We believe it is important to promote the value of family life and emphasise the importance of love and respect within stable relationships. However, we are aware that people's approach to sexual orientation can vary and there can be several different relationships that people have in their lives. We also recognise that 'family' is a broad concept. There is not just one model, e.g. a nuclear family but many different types of family structures. We therefore teach SRE without bias and encourage children to respect all views and approaches to relationships, in line with our Equalities policy.

Aims

The **non-statutory** National Curriculum for **PSHEE** states that:

'Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.'

'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.'

Through age appropriate lessons, we aim to provide a safe environment where children can obtain balanced factual information as well as the opportunity to consider the broader emotional, ethical, religious, and moral dimensions of sexual health and relationships without any stigma or embarrassment.

At Shapla Primary School children will receive SRE as part of our PSHEE and Science programme. This is planned using National Guidance.

By the end of Year 6, through PSHEE we aim to help children to:

- learn the importance of values, individual conscience and moral choices
- learn the value of family life, and stable and loving relationships
- learn the value of respect, love and care
- explore moral dilemmas
- develop critical thinking as part of decision-making
- challenge myths, misconceptions and false assumptions about normal behaviour
- learn how to manage emotions and relationships confidently and sensitively
- develop self-esteem, self-respect and empathy for others
- learn to make choices with confidence and with an absence of prejudice
- develop an appreciation of the consequences of choices made
- manage conflict

By the end of Year 6, through the Science National Curriculum we aim to help children to learn and understand physical development at appropriate stages.

Teaching and Learning

At Shapla we follow good practice guidelines and teach both the PHSEE and Science aspects of SRE together. The PHSEE curriculum provides the important but non-statutory context in which to learn about the statutory factual information in Science

We use the Essex Toolkit to inform our planning for PHSEE. It is found on the staff shared area of the school's ICT network. The lessons allow children to explore issues through a range of varied, stimulating and age-appropriate techniques such as 'Circle time', 'Draw and Write' open-ended questions and using 'Real books'. The relevant themes include:

- Me and My Healthy Lifestyle
- Me and Growing and Changing
- Me and My Relationships
- Me and Keeping Safe
- Me and My Feelings

SRE lessons are set within the wider context of the PSHEE curriculum and focus more on the emotional aspects of development and relationships.

We teach SRE through the Christopher Winter Project materials as recommended by LBTH.

We also link SRE Science through the International Primary Curriculum within the following Units:

EYFS	Family and Friends; Animals
Milepost 1	Our world (life cycles),
Milepost 2	How Humans work
Milepost 3	Fit for life

Assessment, Recording and Reporting

Key Stage One and Two

Assessments of the children's progress within the PSHEE Curriculum are made at the end of each topic through teacher observations and pupil self-assessment. Assessments of the children's progress within the Science National Curriculum are on-going through teacher observation.

Early Years

On-going observations of the children are made during adult-led and child initiated activities relating to SRE. Summative Assessments relating to SRE are made against the Stepping Stones and Early Learning Goals, which come under the "Personal, Social and Emotional Development" and "Physical Development" areas of the Early Years Curriculum.

Safeguarding

Confidentiality and Child Protection

At the beginning of the year the staff and children in each class establish a set of ground rules together to ensure that confidentiality is maintained.

However, children will also be informed that staff may need to pass on information that has been disclosed. Any information will be recorded, shared with the Child-Protection Coordinator and treated sensitively in line with the school's confidentiality and child protection policies.

Covering Sensitive Issues

Before starting to teach SRE staff will establish an agreed approach to addressing sensitive issues. We will ensure staff feel comfortable addressing these issues and provide extra support if necessary, including the use of appropriate outside agencies. We aim to answer questions honestly, within the ground rules that have been established. If it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the class, the question will be dealt with individually at another time.

We have at least two members of staff working with the children on some areas of SRE, including the Learning Mentor.

If a member of staff feels uncomfortable addressing an issue that has arisen on their own, they should explain to the children that they will return to it at a later time, and ask for advice from the PSHEE co-ordinator before proceeding. They may request a second member of staff to be present when they do (Please see our PSHEE policy / Child Protection policy for more details).

Withdrawal from SRE

Parents have the right to withdraw their children from the PSHEE and Citizenship curriculum. However, they do not have the right to withdraw their children from relevant areas of the Science Curriculum, which is statutory. Parents are welcome to view and discuss the school's SRE policy, curriculum and resources, and share any concerns they have with the PSHEE Coordinator, Science Coordinator or a member of the SLT. We will answer any questions honestly and provide support in understanding the importance of SRE for their children. If parents wish to withdraw from SRE they must write to the Headteacher explaining why they wish to withdraw their child. They will then be asked to meet with the Headteacher to discuss this further and to ensure parents are clearly informed about the curriculum.

Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some children it is not culturally appropriate for them to be taught particular items in mixed groups. Wherever possible we will teach puberty and reproduction in single sex groups so that children feel comfortable discussing topics (Year 4 to Year 6). Both groups will learn about male and female changes. This follows consultation with parents. Children cover the same curriculum in each group.

Children with Special Needs

We will ensure that all children receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students.

Monitoring and Reviewing

Monitoring and evaluation of the policy, delivery of SRE and resources will be carried out by the PSHEE Co-ordinator, the Science Co-ordinator and the SLT. All members of staff, children and governors have opportunity to contribute to the review process. The policy will be formally reviewed by the Governors every three years.

Training

We work with LBTH Healthy Lives team who provide training and materials for staff teaching SRE. Two staff have been trained by the Christopher Winter project to deliver SRE programmes and three staff have shadowed training and also support delivery.

Visitors

We work with the NHS health team to support the teaching of puberty in Year 6. Workshops are planned with staff. A video is available for viewing by parents prior to workshop delivery. A drop in session is offered as follow up for any individuals or groups seeking additional advice.

LBTH trained staff may also lead or assist in the delivery of PHSE using their own materials. Workshops are also planned with staff.

All visitors follow the Safeguarding policy of the school.

Related Policies

- PSHEE Education,
- Drug Education,
- Child Protection,
- Equal Opportunities,
- Access and Inclusion,
- Health and Safety,
- Anti-Bullying/ Keeping Safe
- Confidentiality
- Safer Recruitment

This Policy was contributed to by:

Staff - June 2011

Governors – June 2011

Parents – May 2011

Approved by Governors: 25.2.15

Named Governor: Maria Albadalejos

Review date: January 2017