

Rudgwick Primary School Sex and Relationship Education Policy.

1. Outline of SRE policy.

This policy outline was written in accordance with the DfES Sex and Relationship Education Guidance that was issued in July 2000.

2. Responsibilities

Name of school: Rudgwick Primary School

Date of policy: February 2010

Policy Co-ordinator: Barbara Silk

Review date: February 2012

3. Aims and objectives of the policy.

At Rudgwick it is our aim to ensure that our children grow up as informed and responsible adults. Our SRE programme is not taught in isolation and is firmly rooted in our PSHE&C (Personal, Social, Health and Citizenship Education) framework and Science teaching. We aim to equip children with the skills and information to be able to differentiate between accurate and inaccurate information, discuss a range of moral and social issues and perspectives on sex and sexuality, including different cultural attitudes and sensitive issues like contraception.

The overall objective of SRE is to help and support our children through their physical, emotional and moral development. This will enable children to learn to respect themselves and others and move with confidence from childhood through to adolescence and then to adulthood.

4. Morals and values framework

The DfES guidance states that SRE should contribute to promoting the spiritual, moral, social, cultural, mental and physical development of children. It should stress the importance of relationships for family life, stable and loving interactions, respect, love and care and the teaching of sex, sexuality and sexual health.

5. Legal obligations

In compliance with legal requirements our policy statement is available to parents. The DfES Sex and Relationships Guidance 2000, the National Curriculum PSHE and Citizenship guidance and the National Healthy Schools Standard support this legislation.

6. How SRE is provided and by whom.

SRE is taught in conjunction with PSHE&C and Science. It is taught by the class teacher.

7. Content of SRE programme

We use the Living and Growing series from Channel 4 as a basis for our SRE programme. A more detailed scheme of work is available on request.

8. Teaching methodology

Before starting SRE lessons ground rules are discussed and agreed with the children. These ground rules will help the teacher to create a safe environment that will minimise any embarrassment the children might feel.

9. Assessment

It is the responsibility of individual teachers to ensure they monitor and record individual progress. It is the role of the Science/PSHE&C co-ordinators to make sure that assessment is being carried out. Throughout the school observations and records are made of children's knowledge, understanding and comments. Evaluation of children's work, comments, questioning and understanding should be used to inform future planning.

10. Dealing with questions

Clear boundaries for questioning and ground rules are set as to what is appropriate and inappropriate, personal questions are not answered. If a teacher is asked a question that is too explicit, is age-inappropriate for the child or whole class or raises questions about sexual abuse, then it should be acknowledged with a promise to attend to it later, on an individual basis. If a question is raised that alerts a member of staff that a child is at risk of sexual abuse, school protection procedures should be followed.

11. Sexual identity and sexual orientation

SRE meets the needs of all students regardless of their developing sexuality and is able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

12. Involvement of outside agencies.

Where appropriate, outside agencies such as the school nurse or health visitor will be involved in the teaching of SRE. Parents/Carers will be informed of any visitors who will be involved in the SRE programme.

13. Equal Opportunities

At Rudgwick it is our aim to provide an SRE programme that is accessible to all our children, regardless of race, gender, ability, culture or religion. Materials should be chosen carefully, avoiding stereotypical images. Teaching activities are selected to ensure that they engage both boys and girls and at times single sex groups might be appropriate.

14. Special Educational Needs

At Rudgwick we have children with a variety of special educational needs. Their needs and learning styles need to be catered for. Teaching assistants should support in ways appropriate to the needs of the individual.

15. Parent's rights to withdraw their children

Under the 1993 Education Act, parents have the right to withdraw their children from all or part of the school's SRE programme, except those in the statutory National Curriculum (biological aspects of human growth and reproduction).

If parents want to withdraw their child/children from our SRE programme then this must be discussed with the class teacher and when appropriate the headteacher.

16. Dissemination

A copy of this policy is held by all teaching staff. A central copy is held in the school office if parents would like to read it. Parents will be invited to an SRE evening discussing the programme of study.