

Atwood Primary School

Appendix for Sex Relationship Education (SRE)



Policy statement

SRE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity - this would be inappropriate teaching.

The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence to adulthood.

It has three main elements:

- attitudes and values
 - learning the importance of values and individual conscience and moral considerations;
 - learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
 - learning the value of respect, love and care;
 - exploring, considering and understanding moral dilemmas; and
 - developing critical thinking as part of decision-making.
- personal and social skills
 - learning to manage emotions and relationships confidently and sensitively;
 - developing self respect and empathy for others;
 - learning to make choices based on an understanding of difference and with an absence of prejudice;
 - developing an appreciation of the consequences of choices made;
 - managing conflict; and
 - learning how to recognise and avoid exploitation and abuse.
- knowledge and understanding
 - learning and understanding physical development at appropriate stages;
 - understanding human sexuality, reproduction, sexual health, emotions and relationships;
 - learning about contraception and the range of local and national sexual health advice, contraception and support services;
 - learning the reasons for delaying sexual activity and the benefits to be gained from such delay; and
 - the avoidance of unplanned pregnancy.

Organisation, planning and delivery

The co-ordinator for this subject is the PSHE Co-ordinator.

SRE should form part of the PSHE curriculum and should be taught throughout all the key stages. Many of the skills learned in PSHE are transferable to SRE. The teacher should be the main person to teach SRE but outside agencies and personnel can support and enhance its delivery. Currently our school does not involve any outside agencies in the teaching of SRE as our current resources provide a very good support to pupils' learning.

Foundation Stage (Reception)

Myself and Others - to recognise some feelings
to recognise that their behaviour affects other people,
especially when angry

Family networks - that family and friends should care for each other

Body Awareness - to appreciate and value their body and its
capabilities and uniqueness

Hygiene - to understand why hygiene is important

Year 1

Myself and Others - to know the importance of valuing oneself
to begin to realise that everyone is different

Body Parts - to recognise their bodies capabilities and
uniqueness

Family - to know that there are different types of family and
all have special roles in their lives

Friendships - to understand what friendship is

Choices - to recognise they have choices that they can make

Year 2

Body Development - to learn that humans produce babies that grow into
children and then grow into adults
how they have changed and developed since they
were babies

Looking after the body - to learn why it is important to keep clean

Safety - to have considered personal space, touch and my
body

Secrets - to know the difference between a good secret and a bad secret

Year 3

Self Esteem - to recognise their worth as individuals by identifying positive things about themselves and their achievements, and by beginning to identify an area that needs to be strengthened

Differences and Similarities - to recognise that human differences and similarities arise from a number of factors including cultural, ethnic, racial and religious diversity, gender and disability

Decision Making - to be able to demonstrate simple decision making strategies

Safety - to be able to use basic techniques to resist pressure

Year 4

Emotions - to be able to communicate both positive and negative emotions in different situations

Change - to appreciate that over time we change, physically and emotionally

Assertiveness - to understand and be able to use assertiveness skills

Year 5

Relationships - to be aware that there are different types of relationships, including marriage and those between family and friends
to identify behaviour and attitudes that contribute to maintaining friendships and relationships

Support networks - to identify their support network and how, when and where to find support when the people in their network cannot help

Puberty and Hygiene - the physical and emotional changes that take place at puberty

Reproduction and pregnancy - to be aware of the facts of the human life cycle, including sexual intercourse

Year 6

Resolving Conflict in Relationships - to resolve differences through negotiation skills by looking at alternatives, making decisions and explaining choices

Taking Risks - to be able to identify some risks, voice their choices and hold their choices in the face of pressure

Stereo typing - to recognise and challenge stereotypes

HIV - to explore stereo typing in relation to HIV (Human Immunodeficiency Virus) and AIDS (Acquired Immune deficiency Syndrome)

Our school uses the videos from Channel 4 Learning to support some themes in Key Stage 2.

Parents right to withdraw their children

Parents do not have the right to withdraw their children from SRE that is part of the Science curriculum, which includes teaching about puberty, reproduction and parts of the body.

Parents do have the right to withdraw their children from all or part of SRE that is not part of the National Curriculum e.g. Channel 4 Learning videos. If a parent has concerns and is considering withdrawing their child from the non-statutory aspect of SRE, they would need to see either the PSHE co-ordinator or Head Teacher. If after discussion, the parent still wishes to withdraw their child, alternative arrangements will be made.

Links to other policies

This policy is also a part of the PSHE policy and links to: Teaching and Learning, Science, Equal Opportunities and Behaviour.