

SEX AND RELATIONSHIP EDUCATION POLICY

At Cheddington School we are committed to enabling the children to develop into confident young people who are able to take their place in society. As such our SRE programme aims to promote their self-esteem and emotional well being, helping them to form and maintain worthwhile and satisfying relationship based on respect for themselves and others both at home and in the their community.

SRE is taught within the PHSE programme of study, not in isolation, and the objective is to support the children in their physical, emotional and moral development. It ensures that all children will: develop confidence in talking, listening and thinking about feelings and relationships; be able to name parts of the body and describe how their bodies work; be able to protect themselves and ask for help and support; and to be prepared for puberty. SRE provision is contributed to by taught activities, circle times, PHSE lessons, assemblies and other activities and events.

School environment, relationships and ethos of the school:

In our school we have a supportive ethos where all are valued and encouraged, positive relationships are seen and important and there is a safe and secure environment which is conducive to learning. To enable this we:

- Ø Aim to provide a safe and supportive environment in which all members of the school community feel their views, needs and questions are respected; where they do not feel judged or ridiculed; and where they are safe from bullying and harassment.
- Ø Have a buddying system between Y6 and YR children.
- Ø Ease the transition between Early Years and KS1.
- Ø Ease the transition between Y6 and Secondary School.
- Ø Have a Buddy Bench on the playground.
- Ø Have a clear anti-bullying agreement which all children sign up to.
- Ø Have weekly achievement assembly and achievements are recognized in class.
- Ø Have an active School Council.
- Ø Hold circle times as needed and have clear systems for children to share any worries.

Our Curriculum:

Opportunities exist within our curriculum for promoting SRE values. Parents have the right to withdraw their children from SRE for those topics which fall outside the demands of the Science National Curriculum requirements. Parents do not have to give reasons for the child's withdrawal, but will be made aware of the implications of removing children. Prior to delivery of a unit of work, class teachers will notify the parents, and the parents may – should they wish – visit the school to preview the materials used for the teaching.

SRE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, and marriage within our society. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity. The three main elements are the teaching of attitudes and values; personal and social skills and emotional literacy; and knowledge and understanding. Key elements studied include:

Year 1:- Keeping ourselves and others safe in the home and near water, roads and railways; Ourselves (feelings, emotions, friendships, sense, main external parts of the body, changes during life cycles from birth to old-age, and eating and drinking); and Belonging.

Year 2: - Keeping the body healthy; Making choices for a healthier lifestyle; special people and People who help us.

Year 3:- Keeping healthy – eating healthily, being active, healthy teeth; and Risk taking and dealing with peer pressure.

Year 4:- Moving and Growing (bones, skeletons and muscles) and keeping warm; and Risk taking and dealing with pressure.

Year 5:- How the body works and changes through puberty including naming of internal body parts; Support networks; Keeping healthy; and Risk taking and dealing with pressure.

Year 6:- Risk taking and dealing with pressure; How the body works and changes in puberty; Support networks; Hygiene; and Moving on and changing schools.

The programme is delivered by teachers, support staff and occasionally outside agencies. We base the teaching and learning on the Moving and Growing Materials.

Approaches to teaching and learning:

We help the children to develop confidence in talking, listening and thinking about sex and relationships by:

- Ø Establishing ground rules with the children.
- Ø Using distancing techniques.
- Ø Knowing how to deal with unexpected questions or comments from the children.
- Ø Using discussion and project learning methods and appropriate materials.
- Ø Encouraging reflection.
- Ø Dealing sensitively and confidentially with sensitive issues such as periods or referral of a child for specific support.

To facilitate the learning in SRE we ensure that:

- Ø The purpose of each lesson is made clear.
- Ø Appropriate learning experiences are planned and meet the needs of all the children in the class.
- Ø Learning experiences draw on the children's own experiences or existing knowledge and provide a range of opportunities for children to learn, practice and demonstrate skills, attitudes and knowledge.
- Ø Time is given for the children to reflect on and consolidate their own learning.
- Ø Children are encouraged to take responsibility for their own learning and to record their own progress.
- Ø Attention is given to developing a safe and secure classroom climate.
- Ø Staff training needs are met.

We use a range of teaching techniques including:

- Ø Active and participatory methods of learning.
- Ø Thought showering.
- Ø Role-play, drama and games.
- Ø Pictures and art-work (eg draw, write and tell activities).
- Ø Trigger drawings, storyboards, situation cards, photographs, and magazine articles.
- Ø Questionnaires and quizzes.
- Ø Discussions, debate, standpoint talking and reporting back.
- Ø Group work.
- Ø Circle time – possibly using puppets for distance techniques.
- Ø Stories/fiction.
- Ø DVD materials.
- Ø Books, posters and leaflets.
- Ø Outside visitors.
- Ø Open questioning.
- Ø Opportunities for reflection and summary.

It is possible that during SRE adults may hear disclosures from the children. Any such matters would be immediately referred to the Child Protection Officer and dealt with in accordance with the Child Protection Policy.

Celebration of achievement – assessment, recording and reporting:

As with any learning process assessment of the children's personal, social and emotional development is important as it provides information which indicate progress and achievement, which in turn informs the development of the programme. The children do not pass or fail in this area; but have the opportunity to reflect on their own learning and personal experiences, and so to set personal goals and agree strategies to reach them. This process of assessment has a positive impact on the children's self-awareness and self-esteem. Achievements are recognized and celebrated in class and in assembly.

Working with parents:

We seek to work in partnership with parents to provide effective SRE. Parents need to know that the school's SRE programme will complement and support their role as parents, and that they can be actively involved with us.

This Policy was initially drawn up in consultation with our parent body and in accordance with Buckinghamshire County Council guidelines.