

Introduction

“Sex and Relationships Education is lifelong learning about physical, moral and emotional development. It is about understanding 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.” (DFE July 2000)

At Robert Peel Primary School Sex and Relationship Education (SRE) is taught at an age appropriate level for our children as part of our Personal, Social, Health and Citizenship Education (PSHCE) curriculum and through the requirements for Science teaching at Key Stages 1 and 2. In all year groups teaching will focus on the needs of the child at their current level of development in the context of relationships, with consideration taken of the possible qualities of relationships within families.

Aims and Objectives

There are three main elements to our SRE programme:

- Gaining knowledge and understanding.
- Developing positive attitudes and values.
- Extending personal and social skills.

At Robert Peel Primary School, we have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate.

The objectives of SRE at Robert Peel are to:

- Provide the knowledge and information to which all pupils are entitled.
- Clarify/reinforce existing knowledge.
- Enable our pupils to make responsible, informed and healthy decisions about their lives, both now and in the future.
- Raise pupils' self-esteem and confidence, especially in their relationships with others, helping them to make good relationships.
- Teach our pupils to respect and care for themselves and others, being responsible for their own actions, so they can move confidently from childhood through to adolescence and into adulthood.
- Help pupils to develop skills (language, decision making, choice, assertiveness) to make the most of their abilities and to cope with the influence of others (eg peer pressure, the media).



Equal Opportunities and Special Educational Needs

Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, or family background (eg disadvantaged and looked after children).

All children will experience a programme of SRE at a level appropriate for their age and physical development, with differentiated provision if required.

Parental Consultation

The school includes information on SRE on the school website. Parents have the right to withdraw their children from all or part of the SRE provided at the school except for those parts included in the statutory national curriculum.

Parents who wish to exercise this right will be invited to discuss the implications of withdrawal with the Headteacher before making a formal written request.

Alternative educational arrangements will be made in such cases.

Organisation and Management

The Headteacher is the designated teacher with responsibility for coordinating SRE.

SRE will be planned into each year's work and linked into the Science curriculum when appropriate. Individual teachers will evaluate their own programme of work regularly and Key Stage Leaders will monitor the overall delivery of SRE, reporting regularly to the Headteacher.

Delivery will be through a variety of means which may include:

- As part of a topic or theme work associated to other parts of the curriculum.
- As a planned aspect of science work, a mini topic if necessary.
- Assembly time.
- Talks from appropriate visitors, eg the school nurse, parents and babies.
- Circle time.
- Story time.

The table in Appendix A sets out what must be taught as part of the statutory national curriculum for Science. Parents do not have the right to withdraw their child from this part of SRE. The table also sets out the main PHSE topics supporting SRE.

Confidentiality

Effective SRE which brings an understanding of what is and is not acceptable in relationships may lead to disclosure of a child protection issue. If this happens the staff member will inform the Headteacher and/or the Deputy Head in line with the school's Confidentiality and Safeguarding Policies.

Difficult Questions

There may be occasions when a child asks an explicit or difficult question. Such questions may not be answered directly as the staff member will consider the appropriateness of the answer, given the age and development of the children concerned. The staff member will seek advice from the Headteacher/Senior Leadership Team and, if advised, a discussion with parents may take place first.

Appendix A

	Foundation Stage	KS 1	KS 2
Science	Introduction to natural world: life cycles, young animals, male & female.	Children learn about the life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health.	Children build on their knowledge of life cycles and learn about the basic biology of human reproduction. Human reproduction and birth is covered in Upper KS2 (Years 5 and 6).
PSHE	Friendships. Relationships. Identify family members. Awareness of physical needs.	Children reflect on family relationships, different family groups and friendship. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.	Develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.