



Sex and Relationship Education (SRE) Policy

Rationale

SRE is lifelong learning about sex, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. It has a key part to play in the personal, social, moral and spiritual development of young people. It begins informally at home with parents and carers.

Our statement, policy and scheme of work follows guidance from DCSF (ref DfEE 0116/2000) Reference has also been made to the Local Authority model policy. The relevant outcomes from the **Every Child Matters** document are addressed within our SRE curriculum.

Aim

At Chester Blue Coat CE Primary the objective of SRE is to help support young people through their physical, emotional and moral development. We aim to help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

The effective teaching of SRE underpins all five Every Child Matters outcomes.

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well being

Strategies

SRE will be taught each year and parents will receive a letter in advance. The primary (Key Stage One and Two) Christopher Winter Schemes of work are from Year 1 to Year 6. The units of work for each year group are age appropriate and the objectives clearly stated. The units of work include approximately 3 lessons a year. The school teach these lessons during the school year within the relevant Science and PSHCE (Personal, Social, Health and Citizenship Education) lessons to enhance the children's learning.

Partnership

At Chester Blue Coat CE Primary School we believe that a close partnership between home and school enables children to achieve their potential in all aspects of learning. Therefore parents are key people in teaching their children about sex, relationships and growing up.

We recognise the right for parents to withdraw their children from all or part of the SRE education provided at school, except those parts included in the statutory National Curriculum. Parents will be notified in advance of the content of SRE teaching when their child joins the school and will be offered the opportunity to view the materials and talk to teachers.

Curriculum

SRE is taught within our Science and PSHCE curriculum. Our teaching programme will ensure that children:

- develop confidence in talking, listening and thinking about feelings and relationships
- are able to name body parts
- can ask for help and support

The National Curriculum Science for KS1 includes:

- that animals, including humans, move, feed, grow, use their senses and reproduce
- to recognise and compare the main external parts of the bodies of humans
- that humans and other animals can produce offspring and that these grow into adults
- to recognise similarities and differences between themselves and others and treat others with sensitivity

Key Stage 2

- that the life processes common to humans and other animals include nutrition, growth and reproduction
- about the main stages of the human life cycle

The teaching of SRE will teach the following topics:

Year 1: Growing and Caring for Ourselves	Lesson 1: Keeping Clean Lesson 2: Growing and Changing Lesson 3: Families and Care
Year 2: Differences	Lesson 1: Differences: Boys and Girls Lesson 2: Differences: Male and Female Lesson 3: Naming the Body Parts
Year 3: Valuing the Difference and Keeping Safe	Lesson 1 Differences: Male and Female Lesson 2: Personal Space Lesson 3: Family Differences
Year 4: Growing Up	Lesson 1: Growing and Changing Lesson 2: Body Changes and Reproduction Lesson 3: What is Puberty?
Year 5: Puberty	Lesson 1: Talking about Puberty Lesson 2: Male and Female Changes Lesson 3: Puberty and Hygiene
Year 6: Puberty and Reproduction	Lesson 1: Puberty and Reproduction Lesson 2: Relationships and Reproduction Lesson 3 Conception and Pregnancy

(From The Christopher Winter Project Overview)

Teaching strategies

A range of teaching strategies will be used including:

- establishing ground rules with pupils
- using discussion and circle time techniques
- encouraging reflection
- opportunities for pupils to ask questions anonymously

Confidentiality

It is the responsibility of the school to support young people but no individual should guarantee a child absolute confidentiality. If any child protection issues should arise the designated child protection teacher (Headteacher) will be notified and the procedure outlined in our Safeguarding Children Policy will be followed.

Written: September 2011

Approved by staff:

Approved by governors:

Review date: