

ST GEORGE'S CE PRIMARY



OUR MISSION STATEMENT

The example of Jesus Christ and the Good news that he brought inspire St George's school to be a caring and inclusive community in which **children love to learn and learn to love.**

SRE Policy and practice

Aims

At St George's CE Primary, Sex and Relationships education (SRE) will be developmental and will prepare pupils for further work at school, and will work towards partnership with parents. At no stage do we teach children explicit sexual terms other than to use the correct body part names during science or preparation for puberty workshops. Specific issues will be discussed in the context of marriage and loving relationships, as supported through our values, aims and aspirations as a Christian school.

The Governors and staff believe that SRE is part of the entitlement of pupils.

But we also expect parents to discuss with their children issues that arise within their own families.

The programme was developed after consultation with parents, governors and staff at the school, who accept and acknowledge that appropriate SRE helps our pupils' development, confidence and self esteem.

The Sex and Relationships Education programme will encourage the following values:

- respect for self
- respect for others
- responsibility for their own actions
- responsibility for their family, friends, school and wider community

The SRE Programme will provide information which is easy to understand and **relevant** to the age and maturity of pupils. It will be taught through topics and themes, some of which will be developed for specific age groups and will be repeated each year.

Issues considered

- content of SRE
- methodology, style and approach, location
- withdrawal of children
- confidentiality
- skills
- moral framework
- who would deliver SRE, use of visitors

Co-ordination

SRE is co-ordinated by the Head and PSHE coordinator in close co-operation with the Curriculum Committee of the Governing Body and the School Health Adviser.

Delivery

As topics: through planned aspects of science

Pastoral care: addressed when appropriate in assembly

Occasional visits from school health visitor, nurse and other visitors

Through the use of story time and class time

Celebrating as a community, the birth of children

Working with parents

The school is committed to working with parents. Pupils can be withdrawn by their parents from the part of SRE that is outside the compulsory elements of the science national curriculum.

Parents wishing to exercise their right must confirm this in writing to the headteacher. Concerns of parents will be explored and the possibility of adjusting the programme to accommodate the needs of the child will be given consideration.

Any specific sex education materials will be available for parents.

Confidentiality

A child's confidentiality will be maintained. But if it is believed that the child is at risk or in danger a teacher **must** confer with the head or deputy. The child will be supported by any member of staff with whom he/she feels comfortable.

Teaching methods

Active learning methods will involve children's full participation. **Single gender groups will be used as deemed appropriate and relevant.**

See delivery.

Use of visitors. There are various people who can help with resources and support. These people may include parents and the school health adviser. The SHA will work with school and provide sessions if requested through the year which are open to parents and pupils.

Answering difficult questions. Sometimes an individual child will ask an explicit or difficult question. Questions do not have to be answered directly and can be addressed individually later. Teachers must exercise discretion in these situations and should refer to the head or deputy head if they are concerned for further advice and clarification. If in doubt **ASK**

Content

National Curriculum for Science

Pupils should be taught the relevant parts of:

1. Life processes
2. Humans as organisms

A sequence for teaching SRE

This includes elements of the National Curriculum and Health Education matters. Although the sequence is developmental, certain themes are repeated in Class time and assemblies so that information is relevant and appropriate to the age and maturity of the pupils

ages 4-5

- people in my life. What they do for me and what I do for them;
- my moods- feeling happy, sad and so on;
- friendships
- loss and mourning (eg pet, person)
- keeping safe - danger I might come up against. Saying no;
- my body and other people's bodies - similarities and differences;
- the beginning of life - me, animals, plants;
- ageing - how we know things are alive, dead, young, old;

ages 6-7

- changes as we grow;
- different types of families;
- feelings in families (e.g. love, jealousy)
- what helps people to get on with each other (e.g. listening/sharing)
- what makes me happy;
- what I like or don't like about other people;
- keeping safe;
- caring for myself; - hygiene, sleep, exercise;
- people who help me to care for myself;
- inside my body - the functions of different parts;

ages 8-9

- feelings - things which make me happy, sad embarrassed, scared etc;
- difficult situations - e.g. teasing and bullying
- changes in my own body and in those of others;
- how babies begin and are born - how they grow;
- family trees
- keeping healthy - exercise, diet, grooming, the immune system;
- friendship - who our friends are; how we make and loose friends;
- making decisions - influences on me;
- keeping safe;
- varied lifestyles in the class and community - differences in others

ages 10-11

- decision making, risk taking;
- feelings about the future (e.g. changing schools)
- families and how they behave- what members expect of each other;
- celebrations of birth, christening, puberty, marriage and death in different cultures;
- expressing feelings and how we can do this in an assertive way, not bullying;
- differences and similarities in people,
- sexuality - what is it, and what words describe it;
- body changes in me and others - why they are happening;
- things that go into my body that will make me well (e.g. good food and medicines when we are ill)
- things that go into my body that will harm (drugs that are not medicines, cigarette smoke, poisons);
- messages about health and sexuality from television, videos, films, computers and newspapers.

Reviewed Spring term 2019

Next Review date Spring term 2020