



Sex and Relationships Education (SRE) Policy

What is sex and relationship education?

'It 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.'

Sex and Relationships Guidance document (DfES, July 2000)

Rationale and framework of values

At Brodetsky Primary School all teaching fits within our ethos as an Orthodox Jewish primary school.

SRE aims to support children's emotional development by educating them about relationships and emotions. It is tailored to the age, physical and emotional maturity of the children.

SRE is not a 'one-off' event but an ongoing process of education which begins in Nursery. From an early age children begin to learn about relationships and are taught how to express their feelings. SRE links with work in other curricular areas. Towards the end of the primary phase, children will learn about puberty, about the importance of stable loving relationships, understand how a baby is conceived and the importance of marriage for family life.

Jewish values will be explicitly referred to throughout all SRE teaching. Such values will focus on conception within marriage and the importance of family life. Jewish teachings concerned with the stability of family life, such as modesty in both dress and behaviour will be integrated into the SRE curriculum.

Aims

- To educate children about relationships, focusing on friendships, bullying etc – supporting children's emotional development and improving self esteem;
- To develop personal and social skills and a positive attitude to physical well being;
- To help children to grow up feeling confident about their emotional and physical health;
- To educate children about health issues and personal hygiene;
- To educate children about age-appropriate developmental issues, including puberty, onset of adolescence, conception and the birth of a baby;
- To begin to give pupils an understanding of the issues that will prepare them for the challenges and responsibilities of emotional, moral and sexual maturity from an Orthodox Jewish perspective;
- To promote pupils' moral and social development and prepare pupils for the responsibilities of life, supporting them on their journey through childhood and adolescence to adulthood.

Legal responsibility

The legal responsibility for the formation of the SRE policy and curriculum lies with the Headteacher and governing body. There is a legal requirement for every school to have a SRE policy.

Statutory context

The Education Act 1996 makes it clear that the elements of SRE covered by the National Curriculum are mandatory. The National Curriculum outlines that all children must be taught the following:

Key Stage One

- Animals, including humans, move, feed, grow, use their senses and reproduce;
- Recognise and name the main external parts of the human body;
- Humans can produce offspring and these grow into adults;
- Recognise similarities and differences between themselves and others and treat others with sensitivity.

Key Stage Two

- Life processes common to humans include nutrition, growth and reproduction;
- The main stages of the human life cycle.

Context for all teaching

All SRE teaching should fit within the aspiration for high standards in all areas of the curriculum. It is expected that all SRE will be planned in the same detail expected of all curricular areas with clear learning intentions and outcomes identified. Resources must be fit for purpose. The personal beliefs and attitudes of staff delivering SRE must not influence or prejudice the teaching of SRE. There will, inevitably, be diversity of experience among the children in a class and while children may discuss a range of issues – all matters should be explained clearly within the context of Orthodox Judaism without any condemnation of individuals.

The majority of SRE teaching will be delivered in single gender groupings. Staff have the option of returning to mixed groups at points in the teaching sequence should it be deemed appropriate. This is a professional decision to be made by staff in consultation with the Headteacher.

Child protection

All staff in school are familiar with the school's agreed child protection policy and procedures. All SRE teaching will be delivered in a sensitive manner. Should any concerns be raised during SRE sessions there will be taken seriously and the agreed procedures will be followed by staff.

Inclusion of children with specific needs

The school has a statutory duty to ensure that all pupils in the school, including those with special educational needs, receive the SRE curriculum (or part thereof). It is recognised that some children with special needs may be particularly vulnerable to abuse and SRE can help them to protect themselves now, as well as prepare them for the future.

SRE lessons will be differentiated for children with specific needs. Professional staff may discuss this further with parents. The school has the right to decide to deliver parts of the

curriculum individually should this be deemed more appropriate. The school also has the right to decide not to deliver specific parts of the SRE scheme of work to specific pupils if it is felt that this teaching would be inappropriate.

SRE curriculum

SRE fits within the wider PSHCE (Personal, Social, Health and Citizenship Education) curriculum. This is taught in all year groups.

PSHE is delivered in different ways:

- Through explicit units, e.g. keeping healthy, making choices etc
- Through the science curriculum (as part of some AT2 Life and Living Processes units)
- Linked to other subjects, e.g. discussing feelings and emotions linked to poetry writing in literacy
- Through SEAL (Social and Emotional Aspects of Learning) units which are shown as explicit blocks on our long term plan
- Through Limmudei Kodesh teaching linked to the Mitzvot (Parshah)
- Through key stage assemblies linked to the Mitzvot.

Whilst the school has in place a clear long term plan for the delivery of the curriculum, staff will always take account of the age and maturity of children when making choices about curricular delivery.

The knowledge of the Chaplain and Limmudei Kodesh staff will be utilised when teaching about issues which require a perspective of Orthodox Judaism, e.g. when teaching about Bar/Bat Mitzvah, laws of modesty, mikveh etc.

Dealing with questions

As in all lessons taught within school, children are given the opportunity to ask questions that they feel are related to the unit of work. In SRE, teachers will establish a question box which enables all children to ask questions which they may feel embarrassed to ask. This approach also allows staff to screen questions to ensure an appropriate answer – or indeed to choose not to answer.

Children's questions are always answered in an appropriate and sensitive manner by the teacher or professional leading the session. Questions are answered and discussed within the guidelines of the teaching objectives and the policy.

Staff are within their right to explain that some questions will not be answered during the lesson.

External support

Where appropriate, staff will make use of support from outside the school. This can include individuals or established groups, e.g.

- Chaplain
- Medical professionals, e.g. doctor, nurse, dietician etc
- Speakers from the Jewish community – in consultation with the Headteacher and Chaplain

Staff are aware of their responsibility to ensure that all visitors must be able to conform to the following requirements:

- Be able to identify themselves in their official capacity;
- Be able to show that their contribution to the school will be consistent with the governors' overall policy, with statutory requirements and with good educational practice;
- To work with a member of teaching staff present at all times;
- To ensure their contribution is complementary to the scheme of work devised for the year group they are working with – in content and presentation.

Any visitors invited into school to support SRE teaching must be given a copy of the SRE policy prior to working with children – this must be signed in advance of working with children to indicate they have understood its contents. Staff must establish clear expectations with all visitors about the parameters of their role.

Liaison, consultation and monitoring

In the process of writing this policy, the following people/groups have been involved:

- Chaplain
- Every Child Matters Committee of the governing body
- Staff
- Representative from Education Leeds Healthy Schools and Well Being Team

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about the SRE policy and that the policy is implemented effectively. It is the responsibility of the Headteacher to report to the governing body on the implementation of this policy. The policy will be kept under annual review and amended as deemed necessary.

Parents and carers

This policy is available to all parents and carers who have a child in the school. Parents and carers of children in Year 5 and Year 6 will be informed by letter when their children will be engaged in learning linked to SRE.

Where specific aspects of SRE are being delivered, parents are invited to a meeting where staff will present the content of the teaching programme and explain its delivery. It is the intention of the school to ensure that we work in partnership with parents and carers to ensure the best provision for all children.

Parents will be made aware of their right to withdraw children (not from statutory content).

Parental right to withdraw their child

Parents may not withdraw their child from the parts of SRE covered by the National Curriculum as these have, by law, to be taught. Parents may, following discussion with the Headteacher, request withdrawal from the aspects of SRE not covered by the science curriculum. In making this decision, parents should be mindful of two main issues:

1. How their child will receive this content; and
2. The fact that their child will no doubt hear about the content of lessons from other children and that this may be an inappropriate way for such information to be transmitted.

Any request for withdrawal must be discussed with the Headteacher and the final request must be given in writing to the Headteacher with justified reasons for the decision. A copy of this correspondence will be kept in the child's pupil file.

Health and safety

Should staff wish to take children out of school, the usual procedure for visits should be followed (see EVC policy).

Resources

A range of resources will be utilised for the delivery of the SRE curriculum. Parents will be made aware of these at the information session.

References

- Education Act (No 2) 1986 Section 46
- Sex and Relationship Education Guidance (DfES, July 2000) replacing Circular 5/94

<i>Drafted by:</i>	<i>Headteacher – using previous SRE policy, statutory guidance and EL guidance</i>
<i>Date:</i>	<i>December 2007</i>
<i>Date adopted (if necessary):</i>	<i>17.01.2008</i>
<i>Adopted by (if necessary):</i>	<i>ECM Committee</i>
<i>Review:</i>	<i>Annually</i>
<i>Responsibility for review:</i>	<i>Headteacher and ECM committee</i>
<i>This policy/procedure will be reviewed when updated legislation or guidance is issued by the DfES, Local Authority, Education Leeds or other relevant organisation.</i>	

Overview of sex and relationships education at Brodetsky Primary School

<p>In Y1 + Y2 <i>These units are built into the 2-yearly planning cycle</i></p>	<p><u>Myself and others, feelings</u> In this unit children will begin to see themselves as unique individuals, each of them with special qualities. They will begin to explore how they fit into the wider picture and how their personalities and actions affect others. In addition, they will begin to recognise similarities and differences, and learn to show respect for all. Pupils will have opportunities to discuss their feelings and examine how they might affect their actions towards others.</p>
	<p><u>Family</u> In this unit children learn about family relationships and how people care for each other, while exploring their own involvement in these relationships. They learn about the nature of families and the diversity between families. Children will explore how family life can change over time and how to deal with such changes. This unit supports other work on recognising, expressing and managing emotions.</p>
<p>In Y3 + Y4 <i>These units are built into the 2-yearly planning cycle</i></p>	<p><u>What's happening to me?</u> Children are given opportunities to discuss changes which they are beginning to experience, in the context of their continuing growing and changing. The unit is primarily about children realising that they change as they get older and that they will grow into an adult.</p>
	<p><u>Addressing worries about growing and changing</u> In this unit children are encouraged to identify any worries or concerns they have about growing up; this will probably include both physical and emotional changes. The unit is based on 'The Huge Bag of Worries' by Virginia Ironside.</p>