

We are committed to providing opportunities that will enable pupils to make informed decisions which improve their health and wellbeing.

The Aims of Sex and Relationships Education (SRE)

SRE is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. Family is a broad concept and care will be taken to ensure there is non stigmatisation of pupils based on their family circumstances.

It is recognised that parents are key people in teaching their children about sex, relationships and growing up. We aim to facilitate links between learning at home and school.

Strategies will be incorporated to raise pupils' self esteem and confidence, develop a positive values and moral framework to guide their decisions and increase their understanding of their responsibilities and consequences of their actions.

There will be an emphasis on developing pupils' skills such as risk assessment, critical thinking, assertiveness, decision making and accessing help and support.

To aid transition to adulthood pupils' will be taught to respect and care for their bodies, understand the pressure that can be exerted by other people and the media, to avoid being coerced or exploited into unwanted actions.

The Needs of Pupils

The SRE programme is planned to ensure young people feel it is relevant to them. It will meet the full range of learning abilities and pupils with special education needs have additional support as required. Each lesson is tailored to the gender, age, social, faith and cultural needs, physical and emotional maturity levels of each class.

Teaching and Learning Styles

Teaching styles take into account the differing needs of pupils'. A range of interactive teaching strategies are used, such as debating, teacher input, drama techniques, whiteboard activity, small and whole group discussion, personal reflection.

A safe learning environment is created to enhance learning and ensure pupils' feel they can ask questions. Ground rules and distancing techniques will be used to create boundaries for pupils and teacher. This will clarify the teacher's position on confidentiality and prohibit discussion of personal information or personal questions. Pupils' questions will be dealt with sensitively and honestly, using a range of strategies. Where pupils ask a specific question, which would involve information inappropriate to the development of the rest of the pupils,' this will be dealt with individually.

OfSTED guidance recommends it is important for children to use the names of correct body parts so that they are able to talk to health professionals. Teachers will use the anatomically correct language for body parts right from Foundation Stage. Work will be undertaken with pupils' to acknowledge common terms used by some people and clarify language to be used in the classroom.

Organisation and Content

SRE is taught by class teachers with specialist support as required. Delivery is usually to mixed gender groups, however, there may be occasions when single gender groups are more appropriate or relevant.

Links are made between SRE and the rest of the curriculum, for example, minimising risk taking behaviour, as well as to the biological aspects of SRE delivered in the science curriculum, related moral dilemmas delivered in RE, relationship links to SEAL and transferable skills developed in both Citizenship and SRE.

The Use of External Support

Visitors to school, such as health professionals and the youth service, can be asked to contribute to lessons, for example team teaching an aspect of the curriculum for which they have specific expertise. The PSHEE Coordinator will ensure the visitors contributions to lessons are in line with the learning outcomes of the SRE programme. A teacher will be present in the classroom. The agency will be given a copy of this policy and will be expected to work within it.

The school nurse, who is involved in school on a regular basis, will contribute to the planning and delivery of the programme.

Confidentiality

Whilst staff will endeavour to support pupils, they cannot offer unconditional confidentiality. Where there is a disclosure of sexual abuse safeguarding procedures need to be followed. Staff are referred to the Confidentiality policy, to clarify the boundaries they can work within. External agencies who contribute to SRE need to follow school policies when working in the classroom. Outside the classroom they adhere to their own professional guidelines.

The School, Parents and Community Links

Some parents prefer to take sole responsibility for teaching this aspect of the curriculum. They have the right to withdraw their children from all, or part of, sex and relationship education, apart from those parts included in the National Curriculum. We would discuss the advantages and disadvantages of this approach with parents and would make alternative arrangements for those pupils'. Parents are encouraged to discuss their concerns and decisions at the earliest opportunity.

Management and Coordination

Management and coordination of SRE is the responsibility of Mrs Vaughton. The Governors with responsibility for SRE are Mrs Williams and Mrs Turner.

Wombwell Park Street Primary School

Sex and Relationships Education



Healthy Schools