



**St. Stephen's School
and Children's Centre**
Learning for life

**Sex and Relationships
Education (SRE) within
PSHCE**

Reviewed: Autumn 2010
By: Georgia Dawson (ECM Co-ordinator)
Review: Autumn 2013
Ratified: Nov 2010
By: Governing Body

SRE will be delivered as part of an integrated PSHCE programme. In line with the Government guidance (**Sex and Relationship Education Guidance, July 2000**) we aim to prepare young people for an adult life by:

- Providing information which is relevant and appropriate to the age and maturity of the pupils
- Include the importance of developing positive relationships and good communication/social skills
- Encourage the exploration and clarification of values, attitudes and respect.

As with the 2008 review of the delivery of SRE, St Stephen's understands the delivery of good SRE is crucial in keeping young people safe and healthy, which reflects the school's commitment to the ECM agenda.

All children from our diverse community groups should have entitlement to SRE. The programme should be sensitive to the range of different needs in the school.

In 2010, the suggested guidance reflects St. Stephen's ethos that the content of the SRE curriculum will be appropriate to the age of the child.

SRE places the knowledge about human development that young people already learn in science lessons into the context of relationships, health and personal choices. This allows young people to make well-informed decisions about their lives and to grow up safe, healthy and able to enjoy the benefits of respectful and responsible relationships.

The content for the schools SRE programme is as follows:

Foundation Stage:	Positive relationships with peers and family, to show a range of feelings, to work as part of a
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	group and take turns and personal hygiene.
Year 1	Myself (similarities and differences), growth in people and animals, family and friendship.
Year 2	Growing up including the needs of a baby, feelings and relationships and friendship.
Year 3	Friendship and bullying, personal hygiene and keeping safe.
Year 4	Personal hygiene, bullying, life cycles and keeping safe.
Year 5	Personal hygiene, bullying, peer pressure, bodily changes and menstruation.
Year 6	Year 7 transition, decision making, expressing feelings, pressure from the media and internet, puberty and menstruation.

SRE is taught through learning methods, which involves the children's full participation. For example: whole class and small groups, case studies, role-play and drama, questionnaires and storyboards.

Single gender groups will be used as deemed appropriate and relevant. Health professionals and relevant external agencies may also be invited to deliver the lessons as necessary. In Newham this may include Healthy Schools, Connexions as well as parents and the school nurse.

Puberty

All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes. This will include addressing emotional and physical changes and how young people can deal with these. It is important for boys and girls to understand the changes for their own gender, and for the opposite one.

Menstruation

Our SRE programme prepares for menstruation. Boys as well as girls will need to understand menstruation. We divide the classes in to single sex groups for these lessons.

We will make adequate and sensitive arrangements to help girls cope with menstruation and with requests for sanitary protection. Therefore we will ensure the girls know who they can go to for sanitary protections in the school. Girls know that this will be treated confidentially. The school will work in partnership with parents.

Answering difficult questions

Sometimes pupils will ask explicit or difficult questions in the classroom. Questions do not have to be answered directly and can be addressed individually later. We believe that individual teachers must use their skill and discretion in these situations and refer to the leadership if they are concerned.

Teachers should not feel that they have to give an answer if they are not sure or need clarification but must ensure pupils have access to the relevant information, if appropriate. Questions can be referred to outside visitors who may deliver elements of SRE.

Confidentiality and Child Protection

As a general rule a child's confidentiality will be maintained by the teacher or member of staff concerned, though it cannot be promised to the students. If this person believes that a child is at risk or in danger, she/he is to talk to the named Child Protection Officer who will make a decision.

The child concerned will be informed that the confidentiality is being breached and the reasons why. The teacher throughout the process will support the child.

Withdrawal from the SRE programme

Under the Education Act 1993 parents can withdraw pupils from part of the sex education that is **outside the compulsory elements** contained in the Science National Curriculum.

Parents wanting to exercise this right are invited to see the leadership. They will explore the concerns of the parents and the possibilities of adjusting the programme or approach and will discuss any impact that withdrawal may have on the child. They will talk with the parents about the child's possible negative experiences or feeling that may result from exclusion and the ways in which these can be minimised. Once a child has been withdrawn they cannot take part in sex education until the request for withdrawal has been removed.

Teaching Materials and Resources

The school has the following resources that it uses to deliver elements of SRE:

- Books about different feelings and relationships e.g. families, friendships etc.
- Video- Living and growing
- Posters
- Visitors e.g. school nurse

The material used will be available for review on the request to the PSHCE co-ordinator. Materials will be available for parents to view on request.

Links with other policies and programmes

As well as being taught in PSHCE, SRE is also part of the Science Curriculum as it links in very closely. All members of staff are committed to delivering the programme.

We have achieved **Healthy Schools Status**, of which an effective SRE Scheme of Work is a requirement. The school also has an **anti-bullying policy** to help ensure pupils are free from discrimination.

This policy will be reviewed at least every three years or prior to PSHCE becoming statutory.

Georgia Dawson
September 2010