



NOTLEY GREEN PRIMARY SCHOOL

Notley Green Primary School and Cann Hall Primary School
form the CHANGE Schools Partnership Multi-Academy Trust

Sex and Relationships Education (SRE) Policy

Date of Policy: Autumn 2015
Date Adopted: Autumn 2015
Date for Review: Autumn 2016

Our Vision:

“Aiming High; Changing Lives”

Our Core Values:

- HOPE
- TRUST
- RESPECT
- RESPONSIBILITY
- COURAGE
- PERSISTENCE

Introduction**What is Sex and Relationships Education?**

Effective sex and relationship education is essential to help children make responsible and informed decisions about their lives. The objective is to help and support children through their physical, moral and emotional development. Sex and relationship education will explain to the pupils in a graduated, age-appropriate way about the physical changes they will experience as they grow and change. It is delivered through the schools PSHE programme to help pupils develop skills to live confident and healthy lives. The programme will ensure all children understand how to keep themselves safe and know how to get help and support if they need it.

We are required to teach how humans reproduce through the Science curriculum (KS2) and we will link this to SRE in order to explain these changes so they can be treated sensitively.

SRE is delivered as an integral part of the broad and balanced PSHE curricular provision at Notley Green Primary School to enable children to live as responsible global citizens in the 21st century. This Policy has been written with collaboration of parents and carers and the school’s Governing Body.

Structure of the Curriculum

Sex and Relationships Education (SRE) is incorporated within PSHE and is designed to ensure that all children:

- develop confidence in talking, listening and thinking about feelings and relationships;
- are able to name parts of the body and describe how their bodies work;
- can protect themselves and ask for help and support; and
- are prepared for puberty.

Principles of Teaching SRE

1. SRE will be taught with the support of other relevant professional agencies: Provide 5-19 (the local school nursing team), NSPCC (Childline) and First Aid Training will also be provided by qualified professionals.
2. In Year 5, children will have Puberty Lessons taught by the School Nursing Team. Parents will be consulted and informed in advance when lessons are to take place and will have access to the teaching resources to enable them to prepare their children for these sessions if they feel this is appropriate. As puberty is a part of the Science curriculum parental right to withdraw children from this part of the school curriculum does not fall within this remit.
3. In Year 6, children will be taught human reproduction. Parents will be offered the opportunity to view the information used to teach these lessons. Children will be given the chance to ask questions confidentially. Teachers will deal with questions in an appropriate manner, either in single sex groups or individually if the question needs a private response.
4. Sex and relationship Education will start from the Foundation Stage as it is important that it is relevant to pupils as they mature and develop.
5. SRE is taught by Teachers and HLTA's (Higher Level Teaching Assistants) that are trained and confident in talking about issues such as healthy relationships, respect, sexuality and gender identity.
6. Children will be taught how to keep safe online from the Foundation stage onwards with lessons to help them recognise ways they could put themselves at risk either to their physical wellbeing and safety or to their reputation and emotions. .
7. Children will be helped to develop skills to enable them to understand difference and respect themselves and others. Years 5 and 6 will be taught the importance of respect in relation to culture, faith, race and gender identity.
8. Parents/Carers will be invited to online safety lessons, lead by an accredited professional, each year so that they can support their children developing use of online technology.
9. Children will learn how to manage their feelings and behaviour and how these affect their relationships with others . They will revisit these topics regularly as they mature.
10. All sensitive subjects will be taught with the opportunity for children to ask questions and hold private conversations with trained staff. Teachers will use an anonymous question box for all PSHE/SRE lessons.

Approaches to Assessment

To be successful independent learners, children and young people need regular opportunities to reflect on and identify what they have learnt, what needs to be learnt next and what they need to do to continue their learning. This may be to compare their progress against their own starting point or that of others, or to measure their progress with reference to an external standard, such as end of key stage indicators.

Teachers and other professionals also need to be clear about the progress and achievements of the children and young people they teach, and how their learning might be improved.

To enable this to happen, assessment is an integral part of the teaching and learning process and focuses on clear learning outcomes related to the curriculum and not on behavioural outcomes only.

In our school assessment has the following purpose:

- to enable our children to demonstrate what they know, understand and can do in their learning
- to develop children's ability to self-assess and to understand what they need to do next to improve
- to help our children recognise the standards to aim for
- to allow teachers to plan work that accurately reflects the needs of each child
- to help parents to support their child's learning at home
- to provide information which allows the Lead Headteacher, Head of School and governors to make judgements about the effectiveness of the school

When used effectively, assessment:

- helps to set clear expectations for standards and achievement through clear learning intentions and success criteria
- relates closely to specified learning outcomes
- focuses on the learner rather than the teacher
- concentrates on what is learned, understood or achieved, rather than what is 'taught'
- emphasises progress and achievement, rather than failure
- motivates learners because they become partners in the assessment process
- enables learners to become aware of the 'how' of their learning, as well as the 'what'
- assesses what is valuable and relevant for the learner, and not merely what is easy to assess
- identifies strengths and how to develop them further
- identifies areas for development/weaknesses and how they might be addressed
- enables all learners to make progress, achieve and have their efforts recognised
- ensures progression in teaching and learning

At Notley Green children are assessed against these principles in SRE/PSHE through:

- Providing regular opportunities to review learning against the success criteria.
- Involving the children in peer and self-assessment by setting next steps and success criteria which help them to assess their own progress and the progress of their peers.
- Questioning throughout lessons in order to judge the children's understanding.
- Observing children engaged in their learning, tackling misconceptions and reshaping tasks as necessary to maximise progress.
- Producing high-quality displays which celebrate achievement and progress
- Feeding back to children on an on-going basis both verbally and in writing matched to the age and the individual needs of the child.
- Ensuring that children have time to respond to feedback marking and make progress based on the advice that they receive.
- Sampling and moderating children's work.
- Planning specific assessments against learning intentions in medium/short term planning.
- Using assessments and feedback from marking to inform the next stages of learning and planning.

Appendix - PSHE/SRE Curriculum 2015/16

	Autumn	Spring	Summer
F	Making Relationships Healthy lifestyles (cleanliness)	Self-confidence and Awareness (bodies and feelings can be hurt)	Managing Feelings and Behaviour
1	Me and My Relationships (incl. the difference between secrets and surprises)	Me and Making a Positive Contribution (what harms the environment) Me and Keeping safe E-Safety	Me and Growing and Changing
2	Me and my Feelings (to recognise and respond) Me and money (money comes from different sources, savings and choices)	Me and My Relationships (what physical contact is ok) Me and Keeping safe (how to resist bullying) E-Safety	Me and Growing and Changing (including names for parts of the body)
3	Me and Making a Positive Contribution Me and Growing and Changing	Me and My Healthy Lifestyle (include "habits") Me and keeping safe (risky behaviour) Anti-bullying & E-Safety	Me and Medicines and Drugs
4	Me and My Healthy Lifestyle (the effect of media) Me and my Feelings	Me and Medicines and Drugs (legal and illegal) Me and keeping safe Anti-bullying & E-Safety	Me and Growing and Changing
5	Me and My Relationships Me and My Feelings	Me and Making a Positive Contribution Me and keeping safe Anti-bullying & E-Safety	Me and Medicines and Drugs (alcohol and tobacco) Puberty
6	Me and Making a positive Contribution – First Aid Me and Money (the role of money in our and others lives)	Me and My Healthy Lifestyle Me and keeping safe Anti-bullying & E-Safety	Me and Growing and Changing Human Reproduction

Items in brackets are new to the PSHE curriculum for 2014/2015