



Horton St. Michael's CE First School and Nursery

'I am the Vine and you are the branches'
John 15:5

SEX AND RELATIONSHIP EDUCATION

Issue Date: June 2022
Review Date: June 2024

Context

Horton St Michael's First School is a small, rural, close knit part of the community. It serves a wide catchment area and provides education for children between the ages of 4 to 9 years. It is a C of E school and has a caring and hard working ethos. The school is committed to provide an inclusive education for all pupils including those with Special Educational Needs. It has many community links and also close links with a local special school.

Aims and objectives

Our school aims to provide the opportunity for all children to learn and express their feelings about relationships. Positive Relationship Education is lifelong learning about physical, moral and emotional development and is always taught in an age-appropriate manner.

The objective of the policy is to help and support young people through their physical, moral and emotional development. This policy, embedded within PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

School environment, relationships and ethos of the school

Positive Relationship Education can be enhanced by a supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure environment, which is conducive to learning.

In our school we aim:

- ❖ To ensure pupils are shown respect, are valued and are treated with trust
- ❖ Encourage parents and other community members to share in the life of the school
- ❖ Develop a classroom environment that is sensitive, supportive, safe and secure
- ❖ Deal with unacceptable behaviour in a way that condemns the behaviour not the person

School curriculum

Opportunities exist throughout the school for promoting positive relationships. This subject is delivered in curricular time in PSHE and Science activities, during school events and non-curricular time in collective worship. The class teacher will be responsible for planning and delivery of such lessons.

The positive relationship programme also includes elements of the statutory new Science curriculum 2014, which is mandatory for all pupils. Parents / carers are not able to withdraw their children from National Curriculum Science.

The PSHE Co-ordinator supports colleagues in the teaching of PSHE, by giving them information about current developments in the subject, providing a lead and direction for the subject in the school, and ensuring all aspects of PSHE is covered. There will be ongoing evaluation and monitoring of the schemes of work.

Approaches to teaching and learning

Our school can help young people develop confidence in talking, listening and thinking about relationships. A number of teaching strategies help this, including:

- ❖ Establishing ground rules with pupils
- ❖ Knowing how to deal with unexpected questions or comments from pupils
- ❖ Using discussion and project learning methods and appropriate materials
- ❖ Encouraging reflection

The school promotes the following when teaching SRE:

- ❖ self-respect;
- ❖ respect towards others
- ❖ taking account of other people's feelings;
- ❖ mutual support and cooperation;
- ❖ honesty;
- ❖ accepting the responsibility for the consequences of our own actions;
- ❖ the right of people to hold their own views;
- ❖ not imposing our views on other people;
- ❖ the right not to be abused by other people or taken advantage of;
- ❖ the right to accurate, age and maturity appropriate information about sex and relationship issues.

To facilitate pupils learning about relationships:

- ❖ The purpose of each lesson is made clear.
- ❖ Appropriate learning experiences are planned and meet the needs of **all** the pupils in the class.
- ❖ Learning experiences draw on pupils' own experiences or existing knowledge and provide a range of opportunities for pupils to learn, practise and demonstrate skills, attitudes and knowledge.
- ❖ Time is given for pupils to reflect and consolidate their learning.
- ❖ Pupils are encouraged to take responsibility for their own learning and record their own progress.
- ❖ Attention is given to developing a safe and secure classroom climate.
- ❖ Staff training needs are met.

We use a variety of learning styles. This ranges from teaching PSHE as a discrete subject through class activities such as discussion groups, circle time, investigations and problem solving activities and whole school activities such as assemblies. Pupils are given the opportunity to listen to visiting speakers such as the local vicar and the school nurse, which we believe helps to promote a positive image of the wider community.

The PSHE Co-ordinator and individual staff may attend relevant training to enhance their knowledge of PSHE. This may then be fed back to other staff at a staff meeting or cluster staff meeting as appropriate.

The school leads the programme but outside visitors have a role.

Teachers and other adults involved in Positive Relationship Education will sometimes hear disclosures that suggest a child may be at risk of abuse. It is essential that all are aware of the school's Child Protection policy. A copy of this is available from the school's designated teacher for child protection and within the staff handbook.

Where an adult believes a child may be at risk the designated teacher must be consulted before any further action is taken.

Celebration of achievement – assessment, recording and reporting

As with any learning process, assessment of pupils' personal, social and emotional development is important. It provides information, which indicates pupils' progress and achievement and informs the development of the programme. Pupils do not pass or fail within this area but have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on pupil's self awareness and self-esteem. We do not assess pupils in all areas of the PSHE programme, however opportunities for pupils to reflect on their progress are identified. It is inappropriate to assess pupils' values.

Working with Parents

Our school seeks to work in partnership with parents to provide effective Relationship Education. At Horton St Michael's we ensure that parents are kept well informed and involved in all aspects of their child's education, and we endeavour to be a support to parents. If a parent wishes for their child to be removed from SRE lessons they are asked to discuss the matter with the headteacher. If they still wish to withdraw their child, the child will be given work to do in another class whilst those parts of SRE not included in the Science National Curriculum, are delivered. This policy will be made available to parents on request

Ratified: June 2022

Renewal: June 2024