

Moorfield Primary School SRE Policy



At Moorfield Primary School, we recognise the value and importance of delivering high-quality learning opportunities that enable our children to make informed choices. We understand that many of the choices that they make may be made beyond their time at Moorfield but we pride ourselves on developing children of the future. This policy sets out the way in which SRE will be delivered at Moorfield but it is important to note that independent decision making and safety and well-being is clearly embedded within the day to day routines of the school.

According to the DfEE 'Sex and Relationship Education Guidance' 2000, SRE 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 and sexual health'.

Shadow Education Secretary, Tristram Hunt said:

"Children and Young People should be taught the importance of respect and healthy relationships and to understand the role of the family in all its forms" (Feb 2015). The

New National Curriculum 2014 specifies aspects of SRE that must be taught at each Key Stage. This is mainly focused on biological aspects of SRE.

At Key Stage 1 pupils should be taught:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- That animals, including humans, move, feed, grow, use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can produce offspring and that these offspring grow into adults
- To recognise similarities and differences between themselves and others, and to treat others with sensitivity

At Key Stage 2 pupils should be taught:

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- To describe the life process of reproduction in some plants and animals.

- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the ways in which nutrients and water are transported within animals, including humans.

The new PSHE framework and Citizenship within the new National Curriculum includes many learning objectives, which are pertinent to developing knowledge and understanding, skills and attitudes/values clarification that are essential to SRE.

In Early Years and at Key Stage 1 pupils should be taught the following:

- Developing confidence and responsibility and making the most of their abilities
- To recognise what they like and dislike, what is fair and unfair and what is right and wrong.
- To share their opinions on things that matters to them and explain their views.
- To recognise, name and deal with their feelings in a positive way.
- Preparing to play an active role as citizens
- To take part in discussions with one other person and the whole class
- To take part in simple debate about topical issues.
- To recognise choices they make, and recognise the difference between right and wrong.
- To agree and follow rules for their group and classroom, and understand how rules help.
- To realise that people and other living things have needs, and that they have responsibilities to meet them.
- That they belong to various groups and communities, such as family and school.
- Developing a healthy, safer life style
- How to make simple choices that improve their health and well being.
- To maintain personal hygiene.
- How some diseases spread and can be controlled.
- About the process of growing from young to old and how people's needs change'
- The names of the main parts of the body.
- Rules for, and ways of, keeping safe.... and about people who can help them to stay safe.
- Developing good relationships and respecting the differences between people
- To recognise how their behaviour affects other people.
- To listen to other people, and play and work co-operatively.
- To identify and respect the differences and similarities between people.
- That family and friends should care for each other.
- That there are different types have teasing and bullying, that bullying is wrong and how to get help with bullying.

At Key Stage 2 pupils should be taught the following:

- Developing confidence and responsibility and making the most of their abilities
- To talk and write about their opinions, and explain their views, on issues that affect themselves and society.
- To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.
- To recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.
- Preparing to play an active role as citizens
- To research, discuss and debate topical issues, problems and events.
- Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.
- To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities.
- That there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other.
- To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences.
- To resolve differences by looking at alternatives, making decisions and explaining choices.
- To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.
- To recognise the role of voluntary, community and pressure groups.
- Developing a healthy, safer lifestyle
- What makes a healthy lifestyle...what affects mental health and how to make informed choices.
- That bacteria and viruses can affect health and that following simple, safe routines can reduce their spread.
- About how the body changes as they approach puberty.
- To recognise the different risks in different situations and then decide how to behave responsibly.... and judging what kind of physical contact is acceptable or unacceptable.
- That pressure to behave in an unacceptable or risky way can come from a variety of sources including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.
- School rules about health and safety...and where to get help.
- Developing good relationships and respecting the differences between people
- That their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view.
- To think about the lives of people living in other places and times, and people with different values and customs.
- To be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships.

- To realise the consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.
- To recognise and challenge stereotypes.
- That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity gender and disability.
- Where individuals, families and groups can get help and support.

At Moorfield, we aim to equip the children with the knowledge, skills and understanding needed to succeed and embrace 21st century life.

1.0

SRE will be delivered both during specific lessons and throughout the curriculum in subjects such as science and PSHE.

1.1

All children will take part in the statutory aspects of this learning, as defined in the National Curriculum

1.2

Parents/carers have the right to withdraw their child from any aspect of the non-statutory units of work for PSHE/SRE. They will do so by requesting/attending a meeting with the Headteacher or Deputy Headteacher.

1.3

All teaching and learning opportunities will be carefully considered and will take account the age and maturity of the pupils involved.

1.4

Clear ground rules will be established for specific sessions and the children will have the opportunity to pose questions in a confidential manner (The school's safeguarding policy will be employed, where/if necessary).

1.5

A culture of open and honest discussion will be fostered (age appropriate) and the children will be encouraged to reflect on their learning on a regular basis.

1.6

The teaching staff in school will deliver the learning opportunities and where appropriate, the school will make use of wider professionals visiting the children to deliver specific sessions (For example, the school nurse delivers a puberty session to Year 6 children)

1.7

The teaching staff will make use of a wide variety of approaches, including discussion, practical activities, written activities, videos/images and visitors to school.

1.8

Teaching staff will encourage children to discuss their learning and any questions that they have at home with parents and carers. We acknowledge the importance of secure home/school links and recognise the value and importance of a collaborative approach.

1.9

The children's confidentiality will be maintained (where possible) but there will be clear boundaries for this and that as per the school's safeguarding policy, any information causing a concern will be shared with designated persons in order to keep all children safe. The children will be reassured that their best interests will remain at the heart of any decisions made and that the adults in school will be transparent with regard to any information being shared.

2.0

The delivery of all sessions and any issues arising will be handled sensitively. We aim for our children to be enabled to make informed choices and that the learning that takes place throughout their time at Moorfield will help them to achieve this.

Policy updated: December 2016

