

WINGROVE PRIMARY SCHOOL



Policy Statement for

Sex and Relationship Education (SRE)

Subject leader: Beth Reynolds

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SLT Support: Jane Mullarkey

PSHCE Governor: Joyce McCarty

Rationale

Sex and relationship education equips pupils with the knowledge, skills, understanding and strategies required to live healthy, safe, confident and independent lives. It is a lifelong learning process about the physical, moral and emotional development. It is about the understanding of the importance of marriage, civil partnerships, family life, stable and loving relationships, respect, love and care

Aims

Through the teaching of sex and relationship education, pupils learn to:

- 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;
- in Year 5 and Year 6 pupils are prepared for the physical and emotional changes taking place within themselves and their peers.

The Curriculum

SRE is taught through National Curriculum Science and PSHCE education. In the absence of a new programme of study from the DfE, the PSHCE Association has produced a revised programme of study based on the needs of today's pupils and schools. The programme of study identifies key concepts and skills that underpin PSHE education. It is based on 3 core themes:

1. Health and Wellbeing;
2. Relationships;
3. Living in the Wider World.

This programme of study has been adapted and enriched by Wingrove with learning allocated where appropriate to pupils' readiness or needs. It is a spiral programme of knowledge, skills and attitudinal development, where prior learning is revisited, reinforced and extended in age- and stage-appropriate contexts. In addition the School Nurse prepares Year 5 and Year 6 for puberty.

In the Foundation Stage - Nursery and Reception - the curriculum is guided by the Early Years Foundation Stage. Children are provided with experiences and support to help them develop a positive sense of themselves; respect for others; social skills; and a positive disposition to learn.

Planning

Planning is undertaken at three levels:

Long term planning is based on our creative curriculum . It is supplemented with discrete PSHE sessions.

Medium and short term planning is carried out half-termly in year group teams. Each phase follows a common theme that is differentiated by activities set out in files (in year groups). Teachers use the additional detail provided in the school's scheme to ensure a balanced PSHE curriculum. These plans include the learning objectives for each part of the lesson, the activities chosen as the vehicle for achieving the objectives, differentiation, special resources, key vocabulary, questions and assessment for learning.

Medium and short term planning is monitored by the Senior Management Team and the co-ordinator.

Cross Curricular Links

In order to create a cohesive and meaningful learning programme for our children, we try to identify links during the planning stage and give children the opportunity to use their subject knowledge and skills in real contexts. Cross Curricular links are noted in the school's scheme of work.

Teaching Methods and Approaches

Lessons follow a flexible format in order to select the best approach to the chosen concept. It is made clear to the children at the start of the lesson exactly what it is they will learn as the objectives are shared with them.

At Wingrove School we recognise the importance of establishing a secure foundation in PSHCE and of teaching and using vocabulary appropriate to the task. We endeavour to set work which is challenging, motivating and which encourages the pupils to talk about what they have been doing.

Organisation

PSHCE is delivered in class registration groups.

Assessment and Record Keeping

At Wingrove opportunities for assessment are built into the provision. Assessment should encompass teacher, peer and self-assessment.

Assessment outcomes are used to inform the next cycle of planning thus ensuring a match of work to the needs of the pupils and ensuring progress.

Assessment outcomes are analysed by SLT and provide the focus for any specific developments within the subject for the coming year.

Pupils are encouraged to evaluate their learning at the end of a block of work enabling them to grow into happy healthy productive young people.

Reporting

All parents receive an annual written report which includes a summary of their child's progress in PSHCE over the year.

Equal Opportunities

As a staff we endeavour to maintain an awareness of, and to provide for, equal opportunities for all pupils in PSHE education. We aim to take into account cultural background, gender and any special need, both in our teaching attitudes and in the published materials we use with our pupils.

Children with Specific Needs (English as an Additional Language or Special Educational Needs)

All pupils are entitled to good PSHE education to help them develop into happy healthy productive members of society. Where ever possible we aim to fully include all pupils with in all lessons so that they benefit from listening and participating with others in demonstration, discussion and explanation. Where ever possible we aim to fully include all pupils with in all lessons so that they benefit from listening and participating with others in demonstration, discussion and explanation.

Where necessary teachers will, in consultation with the specialist Inclusion Manager, devise an individual plan for the child. Where appropriate children may work on an individualised programme with support or specialist staff. Children may also receive targeted support within the classroom.

Specific planning to meet the needs of such children is identified in the teachers' short term planning. This may take the form of simplified or modified tasks or the use of support staff.

Where appropriate a group plan is developed with common objectives and learning targets for a group.

More Able Pupils

Children are taught within the appropriate peer group. They are extended through differentiated work.

Partnership with parents

Good SRE is a partnership between home and school. Parents and carers are welcome to look at our programme of study for SRE and our resources. We will work with parents to continue the learning from home at school and vice versa. If parents have any queries about our SRE programme they are welcome to contact Beth Reynolds, subject lead for PSHCE and or Janette Wade, our school nurse on the telephone number 0191 282 3319.

Parents do have the right to withdraw their child from any aspect of SRE **except** that which is taught in national curriculum science. If they decide to do so, they should contact the Head Teacher to make alternative arrangements for their child during these sessions