

# A St. Michael's CE (VA) Junior School Policy



## Personal, Social and Health Education Policy (PSHE) inc. the Sex Relationships Education (SRE) POLICY

Reviewed by Pastoral Care Manager:	Spring 2016
Ratified by Headteacher:	Summer 2016
To be reviewed:	Spring 2018

# **Personal, Social and Health Education Policy (PSHE) incorporating the Sex Relationships Education (SRE) Policy**

## **Overview**

Our Personal Social and Health Education teaching is underpinned by the Christian values upon which our school community is based. We recognise the importance of building children's independence and self-esteem; developing respect and responsibility for oneself and others.

All Personal Social and Health Education needs to be taught sensitively with emphasis on moral considerations and the value of family life. Where possible, teaching should be complimentary to and supportive of the role of parents

This policy was written in accordance with the DfE guidance document 'Sex and Relationship Education Guidance 2000' and section 2.1 of the National Curriculum framework (DFE 2013). Staff, parents and governors of St Michaels' CE Junior School have been consulted.. It provides information on how we deliver Personal, Social and Health Education (PSHE) and Sex and Relationship Education (SRE) as part of our Personal, Social and Health Education (PSHE) framework. This is in addition to the statutory National Science Curriculum topics.

Parents will be informed of this policy through the school prospectus and it will be available to parents on the school website. They will receive a letter each year advising them of the dates of the SRE and the content of the lessons. Parents will be proactively encouraged to view our scheme of work and the resources we will use in SRE. It is the right of parents to withdraw their children from part, or all of SRE curriculum.

## **AIMS**

### **We aim:**

- to build children's independence and self-esteem, responsibility and respect.
- to develop an understanding of the nature of relationships with friends and family.
- to encourage awareness of safety.
- to promote good health.
- to prepare pupils to cope with the physical, social and emotional challenges of growing up.
- to give pupils an age appropriate understanding of human reproduction.
- to make children aware of what the Bible teaches regarding marriage and the family.
- to enhance awareness of all the people who contribute to the well-being of the community.
- to prepare pupils to play an active role as citizens.
- to provide opportunities for pupils to develop their knowledge, skills, attitudes and understanding about substance abuse including drugs and alcohol.

## **CURRICULUM**

The curriculum follows SEAL (Social and Emotional Aspects of Learning) themes. Our PSHE curriculum uses a variety of resources including SEAL resources from the PNS (Primary National Strategy). SEAL focuses on five social and emotional aspects of learning: Self awareness, managing feelings, motivation, empathy and social skills and is taught through the six learning themes New Beginnings, Getting On and Falling Out, Going for Goals, Good To

Be Me, Relationships and Changes. These themes are set out on our curriculum overview (attached appendix).

In addition to SEAL themes there are some additional topics covered during the year, these include racism, sex education, water and sun safety, secondary transition, basic first aid, personal hygiene, career education and anti-bullying.

PSHE lessons will be taught by Class Teachers and/or the Pastoral Care Manager. Some topics will be taught discretely however the nature of the subject means that the development of many skills e.g. collaborative skills will take place across the curriculum.

## **SEX AND RELATIONSHIP EDUCATION**

### **Why teach SRE?**

We believe it is important to address this area of the curriculum as every child and young person has an entitlement to access learning that will promote their spiritual, moral, cultural, mental and physical development. We believe pupils should be prepared for the opportunities, responsibilities and experiences of later life. They need to be enabled to live safe, fulfilled and healthy lives. We want to lay the foundation for SRE in secondary school.

All SRE needs to be taught sensitively with emphasis on age appropriate knowledge and should be complimentary to and supportive of the role of parents.

### **AIMS**

In **Year 3** we aim to

- Teach pupils about their bodies and the differences between the sexes.
- Encourage awareness of appropriate physical contact from their peers and adults.

In **Year 4** we aim to

- Give pupils a basic understanding of human reproduction and pregnancy.

In **Year 5** we aim to

- Prepare pupils to cope with the physical and emotional challenges of puberty.

In **Year 6** we aim to

- Develop pupils understanding of the nature of relationships between partners.
- Give pupils an age appropriate understanding of human reproduction including sexual intercourse.

### **PRACTICE**

Lessons will be taught by class teachers supported by the Pastoral Care Manager. The School Nurse will lead discrete Yr5 lessons supported by the class teacher or Pastoral Care Manager. Parents will be proactively encouraged to view our scheme of work and the resources we will use in SRE. It is the right of parents to withdraw their children from part, or all of the SRE curriculum.

It needs to be remembered that children come from a variety of backgrounds and issues relating to religious, cultural or moral viewpoints will need to be dealt with sensitively.

It is our belief that questions on sex education arising from the lessons will fall into one of three categories:

1. General questions which can be answered for everyone.
2. Questions where the child will be asked to come back on their own.
3. Questions where the child is referred to his/her parents.

In answering all questions, it is important that only fact is given and opinions are not be expressed.

The Head Teacher is responsible for the evaluation and monitoring of the teaching and learning and will do this via staff, parents and pupils feedback. Modifications will be made accordingly and discussed with staff and parents before implementation.