

Mundella Primary School



Guided Reading Policy and Procedures

Date of issue	Next review	Version	To be read in conjunction with in house documents	Updated information
Sept 2018	July 2020	2	<ul style="list-style-type: none">• Safeguarding Policy• Science Policy• PSHE policy• Curriculum policy	
Signed: Chair of Governors				
Signed: Headteacher				

Growing and Changing' is the more common term used in schools to describe Sex and Relationships Education (SRE) and it is the right and responsibility of the parent. The school provides lessons on SRE to support parents in fulfilling their responsibility. If parents are not happy with what the school provides in its basic curriculum with regard to SRE, they have a right to withdraw their child/children from those aspects of the subject not covered by the National Curriculum Science Order.

Defining Sex and Relationships Education (SRE)

'It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.'

(DfEE Guidance 0116/2000)

The Aims of Sex Education

Based on the above definition the aims of SRE in this school are:

- To enable our pupils to better understand the nature of human relationships;
- To consider and explore the emotional nature of relationships.
- For pupils to understand their rights and responsibilities and how to stay safe, by making appropriate choices.
- To prepare pupils for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.

At Mundella primary School SRE has three main elements, all of which are important for a balanced SRE programme:

Attitudes and Values

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, commitment, stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas; and
- developing critical thinking as part of decision-making.

Personal and Social Skills

- Learning to recognise and manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- learning to make choices based on an understanding of difference and with an absence of prejudice.
- developing an appreciation of the consequences of choices made;
- managing conflict.
- learning how to recognise and avoid exploitation and abuse.

Knowledge and Understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay, including the avoidance of unplanned pregnancy and STDs.

Moral Dimension

The school recognises that it is a moral body in its own right. As part of the whole curriculum the school seeks to explore issues of right and wrong. The school recognises that SRE is fraught with certain difficulties and whilst it acknowledges different life style choices it promotes a view that stable loving relationships are the best context for sexual relationships and the bringing-up of children.

Content of the Schools SRE Programme

The content of the schools programme is based on the National Curriculum Science Order and the non-statutory guidance for PSHE contained in the National Curriculum.

Here is a summary of that content as set out in the DfEE's Guidance 0116/2000:

3.3 At primary school level SRE should contribute to the foundation of PSHE and Citizenship by ensuring 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.

National Curriculum Science

Key Stage 1

1. b) that animals including humans, move, feed, grow, use their senses and reproduce
2. a) to recognise and compare the main external parts of the bodies of humans
- f) that humans and animals can produce offspring and these grow into adults
4. a) to recognise similarities and differences between themselves and others and treat others with sensitivity

Key Stage 2

1. a) that the life processes common to humans and other animals include nutrition, growth and reproduction
2. f) about the main stages of the human life cycle

The school recognises that SRE must be taught at both Key Stages and not left until Year 6. Where appropriate when SRE appears in the school's PSHE programme in a discrete fashion the class teacher will inform parents about the issues to be covered and seek their support in exploring these issues in the home context.

The Delivery of SRE

All teachers are responsible for teaching about and modelling good relationships within school. Much of the general work in school is based on good relationships and in this regard SRE is supported by the school's behaviour management policy. It is also the responsibility of the whole staff to deliver the National Curriculum Science Order according to the Scheme of Work.

The PSHE subject leader has responsibility for the overall co-ordination and monitoring of SRE within the school's curriculum.

Methods of Teaching and Resourcing

In the delivery of SRE teachers will use a variety of teaching methods and resources. The following are recognised methods for the effective delivery of SRE:

- Discussion
- Drama and role-play
- Research and presentation.

Teachers will also use other teaching methods to enable pupils to learn about SRE, which are age appropriate, taking into account the developmental needs of individual pupils. Parents are welcome to discuss with teachers their approach to SRE and the methods of teaching and learning to be used.

The school uses a wide variety of media to support the delivery of SRE including Health Professionals.

Dealing with Sensitive Issues

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about SRE. The following are protocols for discussion based lessons with pupils:

- no one (teacher or pupil) will have to answer a personal question;
- no one will be forced to take part in a discussion;
- the correct names for body parts will be used in Science and SRE lessons.
- meanings of words will be explained in a sensible and factual way.
- Staff will respond to all questions sensitively

Where a member of staff is concerned that there is a safeguarding issue, it is their responsibility to follow the school's policy.

Parental Right to Withdrawal from SRE

As stated above parents have the right to withdraw their pupils from SRE that falls outside the National Curriculum Science Order. They must do so in writing to the Headteacher. When the Headteacher receives such a letter he/she will invite the parents to a meeting, at which the Headteacher will explain clearly what the school's policy is and seek to accommodate the wishes and/or concerns of the parents. If that is not possible, the pupil will be withdrawn from SRE and placed in another class where suitable work and supervision will be provided. The right to withdrawal will be made clear in the school's prospectus. A copy of this policy is available on the school website.

Policy Review

The school's governing body determines the SRE policy and it will review this policy every two years from the date below. In reviewing the policy, it may consult the following groups:

- parents
- staff
- pupils
- Teacher Advisor for PSHE