



Sex and Relationship Education (SRE) Policy

Policy Aims

The aim of SRE is to provide children with information appropriate to their age, to explore attitudes and values, and develop social skills in order to empower them to make positive decisions about their health-related behaviour.

The Governing Body and Headteacher have consulted with parents/carers and staff in order to develop this policy which has the following aims:

- To provide the knowledge and information to which all pupils are entitled
- To raise pupils' self esteem and confidence, especially in their relationships with others
- To help pupils to develop skills (language, decision making, risk assessment, assertiveness) and to make the most of their abilities
- To develop pupils' understanding of the importance of a healthier safer lifestyle
- To develop pupils' understanding of pressure from peers and the media, and their ability to resist these
- To provide a description of how SRE is delivered, monitored and evaluated in the school
- To help pupils learn to respect and care for their bodies
- To prepare pupils for puberty and adulthood
- To help pupils learn how to gain access to information and support

Values Framework

As part of SRE, pupils should be taught about the nature and importance of marriage for family life and bringing up children. However it is recognised that there are strong and mutually supportive relationships outside marriage. Therefore pupils should learn the significance of marriage and stable relationships as key building blocks of community and society. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances.

All those who teach aspects of SRE within school, are expected to be guided by the following values framework which represents the values held in common by the whole school community. The teaching of SRE will encourage students to:

- Value and respect themselves
- Value and respect others for who they are, not for what they have or what they can do
- Value and respect differences in people's religion, culture, physical and mental ability and social background
- Value stable and loving relationships for the nurturing of children and as the basis of a society in which people care for one another

The personal beliefs and attitudes of teachers will not influence the teaching of SRE in this school.

Learning Outcomes for SRE within the School

By the end of Key Stage 1, pupils will have had opportunities to gain knowledge and skills necessary to build and maintain healthy relationships. They will have considered the effect of their behaviour on other people, and identify and respect differences between people. They will also have discussed different ways in which family and friends care for one another. They will be able to explain ways of keeping clean and they will be able to name the main parts of the human body. They will also be able to explain that people grow from young to old.

By the end of Key Stage 2, pupils will have had the opportunity to express their views and respect those of others. They will have discussed some of the bodily and emotional changes that occur at puberty and how to deal with these in a positive way. They will have practised skills in making judgements and decisions, and will be able to list some ways of resisting negative peer pressure around issues affecting their health and wellbeing. They will also have considered different types of relationship (for example, marriage or friendships), and discussed ways in which people can maintain good relationships (for example, listening, supporting, caring).

The Organisation of SRE

SRE is co-ordinated by Sue Parker and is taught within the PSHEC programme. Biological aspects of SRE are taught within the science curriculum and some moral aspects are taught within RE.

A range of teaching methods which involve pupils' full participation are used to teach SRE. These include use of small group work, the media, discussion, case studies, drama and role-play. Ground rules and distancing techniques are used to establish a safe environment to facilitate discussion and students are encouraged to reflect on their learning. SRE is usually delivered in mixed gender groups. However, there may be occasions when single gender groups are more appropriate and relevant. The programme content has been agreed in consultation with governors, parents/carers and teaching staff.

Terminology

OfSTED guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people.

Dealing with Difficult Questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible, but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. This may involve referring the child back to their parent/carer or school nurse or seeking advice from the PSHE co-ordinator.

Children with Special Needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of SRE.

Monitoring and Evaluation of SRE

The PSHE co-ordinator collects evidence for the monitoring and evaluation of the SRE programme, in line with the whole school monitoring schedule, by means of lesson observations, monitoring lesson plans and gathering feedback from teachers and pupils. Parents'/carers' views are also invited through Parents' Voice and Parent Questionnaires. Feedback is given to staff and to the Governing Body through the Curriculum Committee.

Withdrawal of Students from SRE and Complaints Procedure

The school includes information on SRE in the school prospectus and full details are available on request. The school will inform parents/carers when aspects of the SRE programme are taught (this may be done simply by announcing in the school's newsletter in some instances) and will provide opportunities for parents/carers to view the videos and resources being used.

Parents are informed of their legal right to withdraw their child from SRE. Any parent wishing to withdraw their child is encouraged to make an appointment with the Head Teacher to discuss the matter. Pupils cannot be withdrawn from any part of SRE which falls within the statutory National Curriculum Science orders.

Any complaints about the content or delivery of SRE should be addressed to the Head Teacher.

Equal Opportunities

All pupils are entitled to receive SRE regardless of ability, gender, race, religious belief or grouping. Through SRE we seek to develop a positive view of female and male sexuality. It is our intention that all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development, with differentiated provision if required.

Safeguarding/Confidentiality

Teachers need to be aware that effective SRE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Under common law, young people are entitled to the same duty of confidence as adults. Personal information about them should not be shared without their permission except for the purposes of child protection. There may be rare occasions when a child under the age of thirteen who is sexually active directly approaches a teacher. This should be viewed as a child protection issue and procedures should be followed as outlined in Worcestershire's *Safeguarding Sexually Active Young People* guidance www.worcestershiresafeguarding.org.uk

The staff member will inform the headteacher/designated child protection staff member in line with the LA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

Links with Other Policies

- PSHE & Citizenship
- Cohesion, Inclusion, Equal Opportunities and Racial Equality
- Child Protection
- Behaviour
- Anti-Bullying

This policy will be reviewed annually and submitted to the Governing Body for approval.

This policy was originally adopted by the Governing Body of Callow End CE Primary School on 3rd February 2011

Compiled by	Sue Parker
Date compiled	January 2011
Date adopted	February 2011
Reviewed and re-ratified	January 2012
	January 2013
	January 2014
	January 2015
	January 2016
Next review date	January 2017