



Policy title: SRE Policy

Ratified on July 14<sup>th</sup>

2017.....

Signature of Chair    Brendan Reid (Chair)

## Introduction

Our work in SRE is set in the wider context of our school values and ethos:

- We promote a healthy, safe and caring environment for all pupils and staff.
- We provide a broad and balanced curriculum for all our pupils, having considered gender, ability and culture.
- We promote pupil's self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.
- We provide sufficient information and support to enable our pupils to make safe choices.
- We create a wider awareness of religious moral and cultural values within a Christian framework and respect for different ethnic groups, religious beliefs and ways of life.

Other school policies are relevant to our provision of SRE: Child Protection, Making Equality a Reality, Confidentiality, Behaviour, Anti-bullying. This SRE policy will be made available to staff in the policy folders.

This policy is consistent with national guidance, in particular 'Sex and Relationship Education Guidance' DfEE 2000. It also reflects recommendations from OfSTED, the National Healthy Schools Standards and the views of Sex Education Forum.

We are engaged in the following areas of work, which support this policy and the delivery of effective SRE: National Healthy Schools Programme, Social and Emotional Aspects of Learning (SEAL) Programme, Continuing Professional Development for teachers of PSHE.

This part of our SRE policy is the responsibility of the governing body and has been devised by the PSHE Co-ordinator, Health Promoting Schools Steering Group, School Nurse and PSHE Link Governor and discussed with staff. It was discussed and ratified by the school governors in May 2008.

## Our Aims for SRE

All adults will work towards achieving these aims for SRE in our school. We seek to enable children to:

- develop interpersonal and communication skills
- develop positive values and a moral framework that will guide their decisions and behaviour
- develop understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up children



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- respect themselves and others, their views, backgrounds, cultures and experiences
- develop loving, caring relationships based on mutual respect
- be able to name the parts of the body and understand the process of human reproduction
- be prepared for puberty and the emotional and physical effects of body changes
- understand the attitudes and skills needed to maintain their sexual health
- value, care for and respect their bodies
- have a say in the nature, range and timing of their SRE
- access additional advice and support

#### Delivering Entitlement Curriculum for SRE in our School

We understand the importance of ensuring that all young people in our school receive their entitlement to SRE. We will carefully consider the needs of individuals when planning SRE.

We consider SRE to be a continuous process of learning, as described in the Entitlement Curriculum for SRE. All adults working with young people have a part to play in supporting its delivery.

The objectives of the SRE Curriculum will be primarily delivered in:

- PSHE through designated lessons and circle time.
- Other Curriculum areas, especially Science.
- Enrichment Activities, especially our assembly programme, visits from the Life Education Centre, social skills groups, involvement in schools trips and adventurous activities

Specific Units of Work on SRE are planned into our teaching programme at YR, Y1, Y3, and Y5. (As described in our PSHE Topic Map/ Personal Development Programme Plans).

We understand that at times young people will benefit from varying methods of delivering the SRE curriculum. For example, we will use single-sex groups or small group teaching where this will help us to meet the needs of young people more effectively.

#### Responsibilities for Curriculum Delivery and Policy Implementation

- We regard it as the shared responsibility of all adults working within the school to respond appropriately to a young person's request for information and advice. All staff will be aware of the guidance on responding to young people's questions and will be encouraged to access support from colleagues where necessary.



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- The SRE curriculum will primarily be delivered by class teachers with the support of the School Nurse.
- Those delivering SRE will have responsibility for assessing young people's needs and selecting appropriate activities and methodologies to meet these needs, supported by the PSHE Co-ordinator.
- The PSHE Co-ordinator is responsible for reviewing and evaluating SRE at our school. The PSHE Co-ordinator is accountable to the Head Teacher in this task.
- Staff will be assisted in their planning and delivery of the Entitlement Curriculum by the PSHE Co-ordinator who will, liaise with the PSHE Service, plan INSET to meet staff needs and liaise with visitors who support the delivery of SRE.
- Governors hold responsibility for the SRE policy and will be assisted in implementing and monitoring it by the PSHE Co-ordinator, Head Teacher and Staff.
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#### Teaching Methodologies

**Ground Rules:** It is essential that SRE is carried out in a safe, non-judgemental environment where adults and young people are confident that they will be respected. Specific ground rules will be established at the beginning of any SRE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language
- The asking and answering of personal questions
- Strategies for checking or accessing information

**Answering Questions:** We acknowledge that sensitive and potentially difficult issues will arise in SRE as young people will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims for SRE. Adults will be supported in deciding on issues which are suitable for whole class discussion and which are best dealt with in smaller groups or referred to parents or other sources of support, such as health professionals. When answering questions, we shall ensure that personal revelation of sexual behaviour or attitudes by adults, pupils or about their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to the designated Child Protection officer, in line with school policy. Teachers will refer to the document provided by the Cambridgeshire PSHE service 'Answering



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Children's Questions Related to SRE in the Primary School' when responding to questions raised by children.

**Distancing Techniques:** In order to reduce embarrassment and protect young people's privacy, we will employ teaching and learning strategies which enable pupils to discuss issues without reference to personal experience. For example, we will use fiction, puppets, case studies, role-play, videos and theatre in education to enable young people to share ideas and opinions and practise their decision-making skills in a safe learning environment.

### Inclusion

We understand the importance of ensuring that all young people in our school receive their entitlement to SRE. We will carefully consider gender, culture, ethnic origin, religious beliefs, learning needs (including those of bilingual learners) and sexual orientation when planning and delivering SRE.

In relation to ethnicity, religion and cultural diversity, we value the different backgrounds of our young people and, in acknowledging different experiences, views and beliefs, seek to promote understanding and appreciation.

In order to ensure the SRE Curriculum meets the needs of all:

- We will not promote one particular lifestyle over another.
- We will not seek to gain consensus, but will accept and celebrate difference.
- We will encourage respect and discourage exploitation.

In relation to those with special educational needs, we are committed to ensuring that all young people receive their entitlement to SRE. We will review our SRE provision to ensure that all those with additional needs are provided for.

When working with young people with additional needs we will consider:

- Their level of vulnerability
- Their need to learn and demonstrate appropriate behaviour
- The need to promote self-esteem and body image
- The need to involve all staff, including ancillary staff and carers, in policy development, planning and training
- The management of personal care
- Clarity about sources of support for pupils.

### Resources

We will primarily use the Cambridgeshire PSHE Scheme of Work and the resources recommended within it when planning and delivering the SRE Entitlement Curriculum. We will avoid a 'resource led' approach to delivering



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SRE, instead focusing on our planned learning objectives. We will carefully evaluate teacher resources, leaflets or videos, before using them. We will select resources which:

- Are consistent with the Entitlement Curriculum for SRE
- Relate to the agreed aims and objectives of this policy
- Are suitable to the age, maturity, needs, linguistic proficiency and ability of the young people
- Appeal to adults and young people
- Are up-to-date in factual content
- Are produced by a reputable organisation
- Do not show unfair bias e.g. towards a commercial product
- Avoid racial, gender and sexual stereotyping
- Encourage active and participative learning
- Conform to the legal requirements of SRE.

#### Visitors and Community Agencies Supporting SRE in Schools

In our school, we believe that SRE is most effectively taught by those who know our young people well and are aware of their needs. We encourage a diverse range of visitors to our school who may complement, but never substitute or replace, planned provision. We will work closely with visitors to ensure that the needs of our young people are met.

We will follow this agreed Code of Practice:

- Visitors will never be asked to carry out the teacher's role in the care and management of pupils.
- Visitors will not be asked to work alone with pupils, but will be accompanied by a member of staff when working with a class/group.
- All visitors will work within the school's Child Protection policy.
- All visitors supporting the school in the provision of SRE will be made aware of the content and principles of this policy, prior to their visit.
- All lessons will be planned in direct liaison with the teacher or PSHE Co-ordinator, taking account of the age and needs of the group and the context of the work within the PSHE programme.
- Visitors will be reminded that whilst contributing to the planned SRE Curriculum (i.e. in a teacher's role), they must adhere to the same confidentiality code as staff members.



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- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the PSHE Co-ordinator or a lead teacher beforehand.
- The contributions of visitors will be regularly monitored and evaluated to ensure consistency of standards.

### Confidentiality

In our school we have a clear and explicit confidentiality policy, which is shared with staff, pupils and parents/carers. This policy is communicated to parents/carers in the School prospectus.

- Staff are unable to offer absolute confidentiality.
- We will reassure young people that staff will act in their best interests and that this may involve sharing information when the young person is at risk of harm.
- Young people will be told if information is to be shared (unless the young person is very young or has significant special needs) and will be offered appropriate support.

Professionals, such as school nurses are bound by their professional codes of conduct when offering advice and guidance to individual pupils. This often involves offering a greater level of confidentiality to young people than school staff may give. However, in a classroom and other teaching situations when they are contributing to our planned SRE programme, they will follow the school's confidentiality policy. Health professionals will ensure that young people are aware of this when beginning work with them.

### **h) i) Child Protection**

We recognise that because effective SRE will alert young people to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made. All staff are aware of the Child Protection procedures and will report the disclosure to the designated person for child protection immediately.

### **h) ii) Sexually Active Young People**

There are extremely rare occasions when a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs in our school, it will be viewed as a child protection issue. The designated member of staff will follow Child Protection Procedures and seek advice from the relevant agency.

Staff Training



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Teaching SRE can be very rewarding, but we understand that in order to feel confident, staff need opportunities to explore how they feel about the issues and to share worries and concerns. We recognise that all adults have different personal beliefs and attitudes to SRE. We will discuss relevant issues and, where appropriate, arrange training to enable staff members to feel confident in delivering the Entitlement Curriculum for SRE and achieving our school's aims for SRE. We will also encourage the sharing of good practice and training in order to develop skills in appropriate, participative teaching methods. Those with special responsibility for the development of SRE will be offered opportunities to consult with advisors, attend training and network with other schools.

#### Role of Governors

Governors have a special role in the development and implementation of this SRE policy. It is the responsibility of the governors to decide whether SRE will be provided, in addition to requirements of the National Curriculum. This policy describes the governors' views on how SRE will be delivered in addition to requirements of the National Curriculum.

It is also the responsibility of the governors to ensure, through consultation, that the SRE policy reflects the wishes of the parents and the views of the community they serve. It is the responsibility of governors to ensure that the policy is made available to parents.

In order to facilitate this process the SRE policy will appear annually on the agenda of governors' meetings. The policy will be made available at an annual parents information meeting and there is a link governor for PSHE including SRE.

#### Young People's Participation

We consider it essential to ensure that our SRE programme meets the needs of the young people it is intended for. In order to achieve this we will involve young people in the evaluation and development of their SRE in ways appropriate to their age.

- a. We will refer to the results of the Health Related Behaviour Survey for our school/district.
- b. We will engage the young people in assessment activities to establish their development needs, for example 'Draw and Write' activities.
- c. We will encourage young people to ask questions as they arise by providing anonymous question boxes where appropriate.
- d. We will ask young people to reflect on their learning and set goals for future learning.
- e. We will consult young people, through School Parliament, about their perception of the strengths of our SRE programme and the areas to be further developed.



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### Working with Parents/Carers and our School Community

We are committed to sharing our role as SRE educators with parents and carers, who are the key figures in supporting their children through the emotional and physical aspects of growing up. We recognise that young people say they would prefer to receive information about SRE from their parents and carers. Therefore we seek to work in partnership with parents and carers when planning and delivering SRE. We will encourage this partnership by:

- a. Informing parents and carers by letter of where SRE is taught in the curriculum
- b. Inviting parents annually to review resources and activities used in SRE
- c. Ensuring the SRE policy is available to parents on request
- d. Ensuring that parents views are gathered and taken into account when the governors are reviewing the SRE policy, which may be via the Health Promoting Schools Groups or other means
- e. Informing parents and carers about the SRE programme as their child joins the school through the school brochure/prospectus
- f. Providing supportive information about parents' valuable role in SRE
- g. Inviting parents to discuss their views and concerns about SRE on an informal basis at an annual information meeting.
- h. Governors will ensure the SRE policy reflects the wishes of the parents and the views of the community served by the school.

Parents and carers have the right to withdraw their children from all or part of those elements of SRE which are not included in the statutory national curriculum. This includes the elements of SRE to be found in the National Curriculum Programmes of Study for Science. The school will make alternative arrangements for children whose parents or carers withdraw them. Any parent or carer who wishes to withdraw their child from SRE should in the first instance contact the Head Teacher to discuss the matter. We will enable parents wishing to withdraw their children from the non-statutory elements of SRE to access the leaflet 'SRE and Parents' (Phone 0845 602 2260 DfES Code 0706/2001 or download from [www.dfes.gov.uk/sreandparents](http://www.dfes.gov.uk/sreandparents).) Parents or carers who have withdrawn their child will be asked to reconfirm their decision each year.

### Monitoring and Evaluating SRE

Monitoring and evaluation of the effectiveness of this policy is the responsibility of the governing body. Information will be gathered from the head teacher, the PSHE Co-ordinator, parents and young people to inform judgements about effectiveness.





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The effectiveness of the SRE curriculum (as stated in this policy) will be monitored and evaluated by the PSHE Co-ordinator. The co-ordinator will gather information from young people, staff and parents about the SRE curriculum, using a variety of tools, including pupil self-evaluations, assessment activities, parent questionnaires and staff views.

Current as at 26<sup>th</sup> June 2015