

SEX AND RELATIONSHIPS EDUCATION (SRE) POLICY



Ratified on:	27 March 2018
Reviewed by:	March 2021
School Lead:	Headteacher
Governors committee:	Teaching and Learning

Aims and Objectives of the SRE Policy

SRE aims to equip all pupils with accurate, unbiased knowledge about sex and relationships and give pupils the opportunity to acquire life skills that will help pupils make good use of this knowledge. It will also give pupils many opportunities to explore their own and others' opinions, attitudes and values.

The aim of this policy is to provide a working document that gives clear guidance to staff, parents and governors for SRE so that all staff are aware of how to tackle any SRE related issue in line with policy.

Moral and Values framework

Our school believes that SRE should be delivered within the following moral framework. Our programme promotes:

- self respect.
- respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality.
- taking account of other people's feelings.
- mutual support and co-operation.
- honesty.
- accepting the responsibility for the consequences of our own actions.
- the right of people to hold their own views.
- the right not to be abused by other people or taken advantage of.
- the right to accurate information about sex and relationship issues

Equal Opportunities Statement

Our school ensures that effective SRE is available to all pupils. Our SRE programme responds to the needs of individual pupils and takes pupils, cultures, faiths and family backgrounds into consideration.

Rights of Withdrawal

The school would prefer parents to play a part in this sometimes sensitive area, by being informed and involved in the development of the schools programme so they can continue discussions at home. However, in the event of any parent or guardian wishing to withdraw their child, they are asked to inform the Head teacher in writing.

Learning objective for the Programme

A scheme of work detailing the content of SRE is available.

In Key Stage 2 the main focus is on preparing pupils for puberty and the emotions involved in such a major change. By Year 7 the focus moves to looking at sexuality, relationships, challenging the messages the media gives us, with an aim of preparing pupils for adolescence.

Throughout the programme, pupils 'practice' life skills such as assertiveness, self-awareness, decision making and consider all aspects of relationships and what affects them and also provides many opportunities for pupils to explore their own and others' attitudes, values and opinions.

Here is an brief outline of what is covered in each Year Group.

Year 5

Recognise stages in the growth and development of humans, friendships and other relationships, emotions and self-awareness, respect for others, understanding and managing feelings, challenging stereotypes.

Year 6

Choices and decision making, physical changes in puberty, emotional responses to puberty, pressures and influences, understanding and managing feelings, respect for others, relationships,

Year 7

Respect for others, friendships and relationships, self-esteem, decision-making, physical changes during puberty and their implications, human reproduction and parenting,

Year 8

Views and expectations of boys and girls, emotional and physical changes at puberty, sex and the law and personal safety/risks and consequences.

Organisation of the SRE Programme

SRE is currently taught within the school's PSHCE curriculum and the content is developmental with topics being revisited and built upon. This subject is taught within children's mixed ability tutor group and usually by the class teacher as their familiarity with the pupils makes them best qualified to deliver SRE. We believe that in this way children receive a consistent approach to education about relationships that is in line with our approach to pastoral care. Some aspects of learning about sexual reproduction will also be covered in the Science curriculum (year5, 6 & 7) where this is taught by specialist teachers.

Who is responsible for the Coordination of SRE

The Head teacher and the PHSCE Coordinator.

In which parts of the curriculum is it delivered?

SRE is delivered predominantly in PHSE lessons to ensure a comprehensive coverage. However, consolidation and extension of SRE is found in science and during assemblies.

The teaching methods.

Ground rules will be developed during SRE lessons based on respect. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. (The ground rules are set out in the Healthworks /Bournemouth/ Poole scheme of work and are consistent with best practice). When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

The only additional considerations specific to SRE ground rules (as opposed to basic class rules) will be a need to prevent personal questions and the need to explain to children that if a teacher suspects that they are at risk from harm, then they will need to tell another adult.

Support is offered with the year team or from the PSHE co-ordinator who will help with planning or delivery lessons if required.

Active learning techniques such as role play, games, prioritising exercises, paired and group discussion, interviewing and presentations, are used in the teaching of SRE as much as possible. Pupils will also be given many opportunities to reflect on what they have learnt in SRE lessons.

Assessment is carried out at the end of every module and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

How the resources were selected

The SRE Schemes of Work that we follow have been compiled by a working party comprised of teachers, Healthworks personnel, School Health and the PSHE Adviser for Poole. It is committed to the use of Active Learning Techniques and has been put together to provide a ready made series of lesson plans which meet the requirements of the PSHCE framework and the DfES guidance.

The PHSE co-ordinator thoroughly reviews any potential resource to ensure that there is no stereotyping, bias or prejudice and that they are suitable for the age group of the audience, All the folders, resources and Schemes of Work are stored in the PSHCE Coordinator's classroom (5TF).

National Healthy Schools Programme (NHSP)

We are working towards the targets set by the NHSP. As a healthy school we promote the health and well-being of our pupils and staff through a well-planned, taught curriculum in a physical and emotional environment that promotes learning and healthy lifestyle choices including promoting positive sexual health.

We work closely with specialist outside agencies to provide an up-to date appropriate programme.

Statement about Sensitive Issues

When questions arise in SRE sessions about sensitive issues, they will be answered appropriately and where necessary, referrals made to appropriate outside or specialist agencies and or parents, for continued support and follow up. We have on school site support from a Health Visitor offering monthly confidential drop-in sessions and occasional support with the teaching of SRE.

If child protection issues arise the schools Child Protection procedures will be initiated (see Child Protection Policy). When outside agencies provide classroom sessions they must be aware of and follow the confidentiality policy of the school.

Working with Parents

The policy is available for inspection by parents, via the schools website and on site access. Information regarding SRE content will be made available at an annual information evening. Designated persons available for provision of advice to parents are the PHSE Co-ordinator and the Health Visitor.

Monitoring and Evaluation

Pupils' evaluation will take place using a Dorset wide method of evaluation (see SRE Guidance). This will be carried out at the end of each module. These results will inform teaching strategies and enhance future programmes.

The SRE team and governors will meet regularly to discuss issues and allow time for CPD. Parents will be consulted annually during the revision of this policy and opportunity to discuss issues related to SRE will be available at parents' evenings, or directly via the PSHE coordinator.

This policy should be read in conjunction with the schools Child Protection Policy, anti-bullying Policy and the County SRE Guidance.