



SEX AND RELATIONSHIPS EDUCATION POLICY (SRE)

Name of school: New Bewerley Community School

Date of Policy: January 2016

Members of staff responsible: W. Richardson & G.German (Head teacher)

Staff governor:G. German

BACKGROUND INFORMATION

New Bewerley Community School is larger than the average-sized primary school with approximately 410 children on role. The proportion of pupils supported through the pupil premium is well above average. The majority of pupils are of White British heritage. However, the proportion of pupils from other ethnic backgrounds is well above average as is the proportion of pupils who speak English as an additional language. The school has specialist resource provision for pupils with medical and physical needs.

The writing of this policy is an on-going process that will be added to depending on the health and social priorities of the school. Contents of the SRE curriculum will be adjusted in accordance with this. The initial consultation process involved:

- Pupil questionnaires
- Questionnaires to parents/cares
- Review of SRE curriculum content with relevant staff
- Consultation with school governor

THE POLICY STATEMENT

What is Sex and Relationship Education (SRE)?

SRE is lifelong learning about physical, sexual, moral and emotional development. It is about understanding of the importance of stable and loving relationships, respect, love and care, for family life. It aims to help children to develop the ability and confidence to make informed choice and to access help and support. SRE gives pupils accurate information about sex and relationships, and allows them the opportunities to develop life skills, mutual respect and an individual moral framework that aims to enable them to make positive use of that information.

Why should SRE be taught?

In a world where children receive information about sex and relationships from a variety of sources, many of which are inaccurate or 'unhealthy', primary school SRE aims to counterbalance these messages by providing accurate information as part of a supportive programme. SRE is about helping children to develop and maintain successful relationships. It is about providing them with information that will support them with the process of puberty and help them to understand issues relating to sex and reproduction. Primary school SRE is about demonstrating to children that matters relating to the body and sex can be spoken about in a sensitive and positive way. This helps children to feel more comfortable about communicating about these matters.

Legal requirements

The law in relation to SRE states:

'The governing bodies of schools are required to keep an up-to-date SRE policy that describes the content and organisation of SRE provided outside the National Curriculum Science Orders.'

Parents/carers have the right to withdraw their children from SRE lessons from all or part of SRE provided at school, except for those parts included in the statutory National Curriculum. The statutory National Curriculum Science Order legally binds schools to teach the following elements of SRE in Key Stages 1 and 2:

Key Stage 1

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Key Stage 2

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.
- describe the changes as humans develop to old age.
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

AIMS AND OBJECTIVES

Aims and Objectives of this policy

This policy is a working document which provides guidance and information on all aspects of SRE, and aims to provide a secure framework within which staff can work.

Those who should read the policy are:

- staff
- parents/carers
- governors

This policy is referred to in the school's prospectus where parents and carers are also informed of their right to withdraw their child from SRE lessons.

Aims and Objectives of the SRE programme

Our SRE programme aims to provide children with:

- the skills needed for successful relationships;
- a moral framework that will guide their decisions and behaviours;
- an understanding of their own bodies;
- the confidence and know-how to seek help and advice;
- self-esteem, self-awareness and emotional health;
- an awareness of the right they have over their own body;
- the ability to respect the rights of others to hold opinions that differ from their own as long as these views do not impact on the rights of anyone else;
- the ability to take responsibility for, and accept the consequences of, their own actions;
- the knowledge to reduce the risks to their own health and the health of others.

MORAL VALUES AND FRAMEWORK

Our primary school teaches SRE within the following moral and values framework, which promotes:

- self-respect and respect for others;
- empathy, mutual respect, support and cooperation;
- honesty;
- responsibility for personal actions;
- an awareness of the uniqueness of individuals;
- tolerance, respect and acceptance towards others who may have different backgrounds, faiths, beliefs, cultures and sexuality;
- an awareness of not making assumptions about others;
- the right of people to hold their own views (as long as these views do not impact negatively on the rights of others);
- the right not to be abused or taken advantage of by other people;
- the right to accurate information about sex and relationship issues.

EQUAL OPPORTUNITIES

New Bewerley Community School is committed to the provision of SRE to all of its pupils. Equal time and provision will be allocated to all pupils with the exception of pupils with special educational needs, who will be given appropriate support according to their needs. Our SRE programme is inclusive and shows tolerance of those with different faiths and beliefs. It acknowledges and accommodates the diversity within any group of people in terms of gender, religion, language, race, social background, culture, appearance, family set-up, special needs, ability or disability.

CONTENT

At Key Stage 2 the following topics are covered (Some of this may be covered in separate lessons such as PSHE, assemblies, transition work and other areas that are associated with the school ethos):

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- the physical and emotional changes of puberty
- sex and reproduction
- growing up
- naming body parts and sexual organs
- personal hygiene
- challenging sexual stereotyping

- considering media messages
- developing a positive body image
- changing relationships as we grow up
- aspirations and how we might see our futures
- different types of relationship
- how to find help and support
- developing emotional literacy
- peer influence and peer pressure
- considering rights and responsibilities
- raising self-esteem and increasing self-awareness
- exploring friendships – making, valuing and maintaining them
- challenging assumptions, stereotyping and prejudice
- communication skills – saying ‘no’, being assertive and dealing with conflict, negotiation and appreciation.

How was the content decided?

- Pupils’ prior knowledge investigated.
- Parents group to review materials prior to first delivery
- Consultation with pupils, parents/carers and governors took place.
- Local and national guidance was considered.
- SRE resources are chosen and checked for inclusivity, positive, healthy and unbiased messages, age appropriateness, promoting positive values, accuracy and being up-to-date. Main resources taken from Sex and Relationships Education 9-11 by Molly Potter.

ORGANISATION

How is SRE delivered?

SRE is delivered in both Science, PSHE lessons and separate SRE lessons.

SRE is delivered predominantly by the pupils’ class teacher. Currently, in Year 5 and 6, the programme is enhanced by the SRE co-ordinator delivering a block of sessions on the changes of puberty and sexual reproduction. This is with the support of the class teacher.

How does our school use outside agencies?

Occasionally, appropriate and suitably-experienced and knowledgeable visitors from outside the school may be invited to contribute to the delivery of SRE in our school. Our school has a code of practice for using visitors to support the delivery of PSHE:

- Visitors are invited into school because of the particular expertise or contribution they are able to make.
- All visitors are familiar with and understand the school’s SRE policy and work within it.
- All input into PSHE lessons is part of a planned programme and negotiated and agreed with staff in advance.
- All visitors are supervised/supported by a member of staff at all times.
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

How will the SRE programme be monitored and evaluated?

- Questionnaires
- Discussions
- Teacher assessments
- Pupils' self-assessment and evaluations
- Teacher evaluations at the end of a block of lessons to inform future developments.

How does our school keep parents/carers informed of the SRE programme?

Before any year group embarks upon its SRE programme, parents/carers are informed by letter of their right to withdraw their child from SRE lessons. They are invited to a meeting that gives an overview of the topics the child will be covering. Parents/carers are also reminded that they can have a copy of the school's SRE policy on request.

SPECIFIC ISSUES WITHIN SRE

Parents/carers have the right to withdraw their child from all or part of the sex and relationship education provided at school except for those parts included in statutory National Curriculum. Those parents/carers wishing to exercise this right are encouraged to attend the parents meeting followed by a separate meeting with the SRE coordinator and the Head teacher to discuss their objections and concerns, and to reflect on the impact withdrawal may have on the child. Once a child has been withdrawn, they cannot take part in the SRE programme until the request for withdrawal has been removed.

Safeguarding Children

SRE may bring about disclosures of safeguarding children issues and all staff are familiar with the procedures for reporting their concerns. In these cases, the school's safeguarding children policy needs to be referred to.

Confidentiality

As a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned. However, if this person believes that the child is at risk or in danger, they talk to the named child protection coordinator who may or may not confer with the head teacher before any decision is made.

Our school will offer absolutely no confidentiality – and make it clear to both pupils and parents that this is the case. For example, we would pass on information about a parent/carer breaking the law if it were disclosed to us – even if the child was at no risk from harm.(Rule of Law)

How will our school deal with sexually explicit questions?

Our school will:

- ensure that SRE sessions are only delivered by staff who are comfortable in teaching the material. No member of staff will be forced to deliver SRE. However, it is the responsibility of the school to ensure that content is still delivered by another member of staff.
- make it clear, through ground rules, that nobody should ask personal questions;
- be prepared to modify the programme if a certain question recurs (perhaps because of media coverage);
- use an anonymous question box (a box in the classroom to which pupils can 'post' written questions). This box may also be used as a 'buffer' for teachers, if they feel they would like time to consider their answer to a specific question;
- allow individual staff to use their professional judgement to answer questions in front of the whole class or individually;

- encourage pupils to ask their parents/carers any question outside the planned programme;
- with the pupil's permission, inform parents/carers about questions their child has asked;
- tell pupils that their question will be answered in a later part of the SRE programme (if necessary).
- There will always be a minimum of 2 members of staff present throughout SRE sessions.

What kind of language will be considered acceptable and appropriate for use in SRE lessons?

- All staff will:
- use the correct terms for all body parts and encourage pupils to do so;
- openly teach pupils what 'slang' words mean and that some are offensive;
- avoid the use of any slang.

What ground rules specific to SRE will our school use?

- No personal questions are acceptable in SRE lessons
- No gossip about anything that has been covered in the lessons
- Use scientific vocabulary
- We laugh together
- Introduce the question box for embarrassing questions

Single- and mixed-sex groups

- All pupils will learn about both sexes. However, opportunities will be made for pupils to discuss matters further in single-sex groups including 1 single-sex lesson each.

DISSEMINATION OF THE POLICY

All teachers and governors receive a copy of the policy.

A copy will be provided for parents/carers on request.

The PSHE coordinator facilitates the gathering of policy feedback from parents, staff and pupils every year.