

 SRE Policy

A non-statutory policy

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| Date effective from | 2014 |
| Signed, Head Teacher |  |
| Signed, Chair of Governors |  |
| Date approved by Governing Body |  |
| Date of next review |  |

Staff and pupils have respectful and trusting relationships with each other, which we feel promotes effective Sex and Relationships Education within our school.

As a staff we agree that SRE is:

**“lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of a life-long partnership for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.”** DfE 2000

**How our Policy was formulated**

This policy was compiled through discussions between staff, governors and parents, following a review of the previous policy. We participate in the Gloucestershire Healthy Living and Learning Scheme and prior to that, the Gloucestershire Healthy Schools Scheme and have audited all aspects of our SRE work within school, to establish our strengths and weaknesses and target areas for improvement.

Elements of our SRE policy and work are included within the PSHE and Citizenship Policy and Scheme of Work.

**Aims and Objectives**

This policy is a working document, which provides guidance and information on all aspects of SRE for staff, parents/carers and governors. To be accessible to all of these groups the document is available on request and is presented in a way that is easy to understand.

SRE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings’. (Sex Education Forum 1999). It is a developmental process and is about helping and supporting young people through their physical, emotional and moral development.

The main aim throughout the school is to prepare children, so that when they are introduced to facts about human sexuality they do not find them shocking, or frightening in any way, but appreciate them as part of a natural process. Moral values are transmitted which extol the virtues of family life and relationships and promote a positive self-image in each individual. Pupils learn to respect themselves and others. By using a well-structured programme and through consultation, we will complement and support the work of parents. Other related policies and documents include: The PSHE & Citizenship policy, Anti-Bullying Policy, Drugs Policy, Safeguarding and Child Protection Policy and Equality policy.

**Moral and Values Framework**

The SRE programme at Horsley School reflects the school ethos and demonstrates and encourages the following values:

 Respect for self;

 Respect for others;

 Responsibility for their own actions;

 Responsibility for their family, friends, schools and wider community.

**Equal Opportunities Statement**

The school is committed to the provision of SRE to all of its pupils. Our programme aims to respond to the diversity of children’s cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where children with Special Educational Needs are given extra support.

**Content**

Key Stage 1

Pupils learn to:

* Recognise similarities and differences between themselves and others.

• Identify and share their feelings with each other

• Recognise safe and unsafe situations and can identify and be able to talk to someone they trust.

Key Stage 2

Pupils learn to:

* Express their opinions about relationships and bullying and to listen to and support others, including respecting other peoples’ viewpoints and beliefs.
* Recognise their own worth and identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and well-being of others.

• Life processes are discussed including the physical changes that take place at puberty, why they happen and how to manage them.

The content of the lessons was decided upon after the consultation process involving pupils, parents/carers, staff, governors and the local authority using the DfE *Sex and Relationship Education Guidance (2000)* as a basis for discussion. A more detailed scheme of work is available on request.

Materials used reflect the consultation with parents/carers and the advice from the Gloucestershire Healthy Learning and Living team. Age and cultural backgrounds of the pupils are taken into account when deciding on the images to be used. The range of material used is available to parents/carers and informative books are available to children in the library.

**Organisation**

SRE should not be delivered in isolation but firmly embedded in relevant curriculum areas. At Horsley school the main content is delivered during PSHE and Science lessons and much work will arise from pupil’s questioning.

SRE is normally delivered by the class teacher in mixed gender groups, other than when it is deemed more appropriate for topics to be covered in single sex groups. The key resource used is Channel 4’s Living & Growing series, together with a variety of other relevant resources. Parents are able to view the materials to be shown to pupils if requested.

The programme of work focuses on boys and girls equally. The work deals with puberty and menstruation, as well as relationships. Before embarking on the session, a set of ground rules to create a safe environment for both adults and pupils is established. Pupils are encouraged to discuss and question and where necessary distancing techniques are used to avoid embarrassment and maintain privacy. Pupils are encouraged to reflect on their learning and following sessions, a question box is provided so that pupils may maintain anonymity with questioning.

Visitors may be invited in to school to support this work because of their 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. They are supervised/supported by a member of staff at all times and their input is monitored and evaluated by staff and pupils. This evaluation informs future planning.

**Assessment and Evaluation**

Elements of sex education in the science curriculum are assessed formally.

Assessment and evaluation of the SRE programme outside the science order is conducted using a variety of informal activities which are built into the programme. This could include peer assessment and self-assessment. Teachers delivering SRE constantly evaluate their lessons to inform future planning. Any formal recording of work will be kept in topic or subject-related books. Much of the work will be verbal and informal.

**Specific Issues within SRE**

Withdrawal

Parents/Carers have the right to withdraw their children from all or part of the Sex and Relationships Education provided at school except for those parts included in statutory National Curriculum Science.

Those parents/carers wishing to exercise this right are invited in to see the Headteacher and/or PSHE Subject Leader who will explore any concerns and discuss any impact that 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. Materials are available to parents/carers who wish to supplement the school SRE programme or who wish to deliver SRE to their children at home.

Confidentiality and Child Protection Issues

As a general rule a child’s confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named Designated Safeguarding Lead who takes action as laid down in the Safeguarding and Child Protection Policy. All staff are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Answering Difficult Questions

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal SRE arising from pupils’ questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Safeguarding Lead if they are concerned.

Horsley School believes that SRE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

 **Dissemination**

All staff members and governors have access to the SRE policy. Training is delivered to staff on the policy content. Copies of the SRE policy are available from the school office on request from parents and it is also available on the school website.

Horsley School believes in the importance of appropriate staff training to enable staff to deliver effective SRE. The subject leader should access courses or INSET opportunities to assist staff involved in the delivery of SRE.

Dec 2014 - Policy reviewed / LB