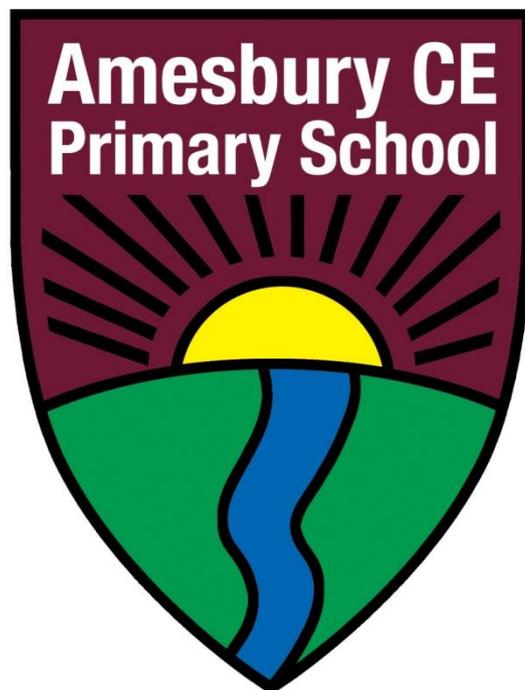


Amesbury CE VC Primary School

Sex and Relationships Education (SRE) Policy



Adopted by Governors:

Adopted by Staff: Wednesday 24th February 2016

Review due: Spring 2018

Signed chair of Governors:

Sex and Relationships Education (SRE) Policy

Background

The new Sex and Relationship Education Guidance published in 2000 emphasises the need for effective SRE which is firmly rooted within the PSHE and Citizenship Frameworks and is supported by the National Healthy School Standard (NHSS).

Sex and Relationships Education is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

The SRE Guidance (2000) is supported in legislation by the Learning and Skills Act (2000). This requires that in the context of SRE:

- Young people learn about the nature of marriage and its importance for family life and the bringing up of children
- Young people are protected from teaching materials which are inappropriate having regard to the age and the religious and cultural background of the pupils concerned

The sex education elements contained in the National Curriculum Science orders are mandatory for all pupils of primary and secondary age. Sex education in the National Science Curriculum covers anatomy, puberty and biological aspects of sexual reproduction. SRE provided in the PSHE and Citizenship curriculum is complementary to and distinct from the Science curriculum.

OfSTED guidance [2005] aspects of SRE policy and provision both form part of the new section 5 Ofsted inspection and should be included in the schools self evaluation form (SEF).

The following policy has been agreed by staff, parents/carers and governors.

Aims

Sex and Relationships Education will contribute to the foundation of PSHE and Citizenship by ensuring that all children:

- Develop confidence in talking, listening and thinking about feelings and relationships
- Develop their self esteem and sense of responsibility
- Are able to name parts of the body and describe how their bodies work
- Can protect themselves and ask for help and support
- Are better prepared for puberty
- Understand Sex and Relationships within the context of our Golden Rules
- Understand Sex and Relationships within the context of the Christian faith

Policy Formation and Consultation Process

The following people were involved in the consultation process (parents/staff/health services/visitors). The process involved the following stages: staff meeting with curriculum governors to discuss the issues and draft policy which was circulated for comments to any interested parents. The following issues were

considered: the rationale behind teaching SRE, policy content, a progressive scheme of work with continuity and what was age appropriate. This was revisited by staff in February 2016.

Moral and Values Framework

The objective of sex and relationships education is to help and support young people through their physical, emotional and moral development. SRE will promote the spiritual, moral, cultural, mental and physical development of pupils at this school and prepare them for the opportunities, responsibilities and experiences of adult life. Pupils will be encouraged to talk openly and their questions answered honestly in a way that respects diversity of cultures and family forms.

Organisation of SRE

Co-ordinator responsible for SRE is Yvonne Morrison.

All teachers are responsible for teaching SRE.

Classes will be organised in class groups although it may be appropriate at times to split a class into single sex groups in order that pupils feel able to ask questions relevant to puberty. The school nurse will be consulted for advice on how to deal with individual cases should it be necessary.

Pupils with special educational needs and learning difficulties are included in SRE. Where appropriate the content and delivery of the curriculum will be modified to meet individual needs.

A number of teaching strategies may be employed to ensure effective delivery:

- It is essential that planned liaison occurs well in advance of any sessions involving outside agencies
- negotiating with pupils the 'ground rules' as to what is acceptable in the classroom using distancing techniques to depersonalise discussions, for example, role play, case studies, videos, theatre groups
- preparing for how to deal with unexpected questions or comments from pupils
- developing a safe environment in which children and young people can explore their own language but through guidance from the teacher begin to understand anatomical and physiological terms
- showing respect for the personal privacy of children and young people
- encouraging children and young people to show mutual respect
- creating an atmosphere characterised by trust, honesty and confidentiality, within the framework of Child Protection agendas
- presenting sensitive issues using a balanced approach, free from personal bias
- encouraging reflection through the use of interactive group work.

In-service Training

Teachers will identify their own CPD training requirements in relation to sex and relationship education and liaise with outside agencies to arrange training eg, twilight sessions.

Training will be provided specifically for sex and relationships education for link governors on the Mind Body and Soul Fusion Team.

Resources

Appropriate resources have been selected that:

- Conform to the legal requirements for SRE
- Are appealing to the audience and age appropriate
- Are appropriate to the needs of pupils in terms of language, images, attitude, maturity and understanding
- Avoid racism, sexism, gender and homophobic stereotyping
- Are factually correct and up-to-date
- Encourage active and participatory learning methods

Content

The scheme of work that we use is the Channel 4 Programme 'Living and Growing' for sex education; commencing with simple worksheets introducing scientific nomenclature in year 3, through to age appropriate games, group activities and DVDs in year 6.

Emphasis is sympathetically placed on both the emotional and physical aspects of SRE. Individual pupils' circumstances and needs are carefully assessed and appropriately responded to by staff planning and delivering SRE lessons.

Programme Review

The SRE programme will be monitored and reviewed at 2 yearly intervals when it features on the SDP. It will be monitored by lesson observations and collecting samples of work. Monitoring will involve the following people: The Governor with responsibility for SRE, the SRE co-ordinator and all the staff.

Confidentiality

Teachers may be party to sensitive information about pupils, some of this perhaps relating to illegal activity. All staff need to be clear about the rules of confidentiality and reporting.

- Information about pupils should not be passed on indiscriminately
- The teachers should not offer pupils unconditional confidentiality
- Information about behaviour that is likely to cause harm to pupils or to others must be dealt with in line with the Child Protection procedure and passed on to the appropriate agency
- Teachers should make it clear to pupils that some information needs to be passed on in the pupil's best interest and that they will be informed when this is a necessity
- In the case of illegal activity, action should be taken in the best interests of the pupil. This does not necessarily involve informing the police directly but Social Services will be contacted
- If the teacher believes the pupil is at moral or physical risk or in breach of the law, it is their duty to ensure the pupil is aware of the risks and encourage them to seek support from their parents where appropriate
- External agencies working with pupils are made aware of, and abide by, the SRE policy. If the visitor is providing individual advice and support directly to pupils they may be following different

guidelines on confidentiality and pupils need to be made aware of this. For instance, school nurses are bound by the medical code of confidentiality in their work with young people.

Teachers should explain and reinforce the need for ground rules in lessons to protect pupils from making inappropriate personal disclosures.

Child Protection Procedures

See school's Safeguarding Policy and the flow diagram which outlines the correct procedures.

Child Withdrawal Procedures

Parents have the right to withdraw their children from part or all of sex and relationships education provided outside National Curriculum Science. Parents wishing to withdraw their child should do the following:

1. Ask to see a copy of the school's SRE policy and schemes of work
2. Ask the school for an appointment to see a member of staff concerning withdrawing their child from SRE
3. Following the meeting, if they still wish to withdraw their child, parents will be asked to put their request in writing stating which part of the programme they wish their child to be excluded from.

Using Outside Visitors

The school uses outside visitors to help support the SRE programme. These visitors may include health professionals, social workers, youth workers, peer educators, theatre groups etc. Visitors are made aware of:

- Their purpose and role within the school's programme
- The boundaries of their input
- The school's SRE policy and the planned SRE programme
- The need to plan and agree work with the teacher and identify outcomes
- The Christian Ethos of the school

Dissemination, Monitoring and Evaluation

The policy will be made accessible to governors, staff, parents and outside agencies.

This policy will be monitored every two years by the P&S committee.