

Woolenwick Junior School
Sex & Relationship Education (SRE) Policy V2

Policy Name	SRE
Created by	School in 2005
Resposibilty of	School Improvement
Reviewed by	Kerry Ward
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Policy will be published	Website

Version History

Version	Amendments	Date	Author
V1	Review of original	Jan 14	TB
V2	review	Jan 18	KW

What is SRE?

- The term *sex and relationships education* – *SRE* – is used in this policy rather than *sex education*. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self esteem and the skills to manage relationships.
- This policy takes full account of the school's legal obligations and the still current DfES guidance 'Sex and Relationship Education Guidance' (DfES 0116/2000).

According to the DfES guidance SRE is:

'lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health' DfES 'Sex and Relationship Guidance', 2000.

The guidance suggests that SRE should have three main elements as follows:

Knowledge and understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, sexual health, emotions and relationships.

Attitudes and values

- Learning the importance of values, individual conscience and moral considerations.

- Learning the value of family life, marriage and stable and loving relationships for the nurture of children.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Learning how to recognise and avoid exploitation and abuse, including how to stay safe online.

Woolenwick Junior School's approach to SRE consists of:

- The taught SRE programme.
- Cross-curricular links with other subjects, particularly with computing, RE and English.
- Pastoral support for pupils who experience difficulties.
- Provision of appropriate information through leaflets and books in the classroom.

Why SRE?

Legal obligations

- Under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which:
 - *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and*
 - *prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*
- SRE is set within a wider legislative context. The 2006 Education and Inspections Act laid a duty on Governing Bodies *'to promote the well-being of pupils at the school'*. The duty came into effect in September 2007.
- Maintained primary schools in England and Wales have a legal responsibility to provide an SRE programme.
- They also have a responsibility to keep an up to date written statement of the policy they choose to adopt and this must be available to parents.

The needs of young people and the role of schools

- The overall aims of the school and the DfE are:
 - To provide opportunities for all pupils to learn and to achieve.
 - To promote pupil's spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.
- The DfES 'Sex and Relationship Guidance' (2000) recommends that 'Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives'.
- The school has a key role, in partnership with parents/carers, in providing SRE.

- Research has shown that young people who feel good about themselves, and are knowledgeable and confident about sex and relationships, are more likely to be more discerning in their relationships and sexual behaviours and to have fulfilling relationships.

National and local support and guidance for schools to develop SRE

- Due to the change and expectation of a comprehensive, high quality SRE curriculum in both primary and secondary schools, teenage pregnancy rates in English and Wales are the lowest they have been in over 40 years.
- Our school's approach to SRE is in line with the Government's strategy and guidance given to schools in DfEE 'Sex and Relationship Guidance' 2000.

Morals and Values Framework

- At Woolenwick Junior School our approach to SRE is conducted within a clear morals and values framework based on the following principles:
 1. The value of stable and loving relationships.
 2. Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.
 3. The development of relationships, including sexual relationships, based on mutual consent, rather than coercion.
 4. The right not to be abused by other people or be taken advantage of.
 5. The right of people to follow their own sexuality, within legal parameters.
- We also believe that pupils have an entitlement to:
 1. Age and circumstance appropriate SRE.
 2. Access to help from trusted adults and helping services.
- SRE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to SRE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias. We shall endeavour to have an approach that is educational, rather than one based on propaganda.

Equal Opportunities

Children may have varying needs regarding SRE depending on their circumstances and background. Our school strongly believes that all pupils should have access to SRE that is relevant to their particular needs. To achieve this, the school's approach to SRE will take account of:

- **The needs of boys as well as girls.** We consider the particular needs of boys, as well as girls, and try to find approaches that will actively engage them. We also endeavour to be proactive in combating sexism and sexist bullying.
- **Ethnic, cultural and religious diversity.** Different ethnic, cultural and religious groups may have different attitudes to SRE. The school will take account of their views and promote respect for, and understanding of, the views of different ethnic, cultural and religious groups.
- **Varying home backgrounds** We recognise that our pupils may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

- **Sexuality** On average, about 5% of our pupils will go on to define themselves as gay, lesbian or bi-sexual (GLB). Students may also have GLB parents/carers, brothers or sisters, other family members and/or friends. All our pupils will meet and work with GLB people. Our approach to SRE will include sensitive, honest and balanced consideration of sexuality. We shall actively tackle homophobic bullying.
- **Special educational needs** We shall take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular SRE needs.

Responsibilities within SRE

At Woolenwick Junior School a whole school approach is taken in SRE that actively involves the whole school community. All groups who make up the school community have rights and responsibilities regarding SRE. In particular:

- **Governors** have responsibilities for school policies. They will be consulted about the SRE provision and policy and have regular reports at Governor's meetings.
- **The Headteacher** will have responsibility for the effective implementation of the policy and ensuring the professional management of the teaching staff.
- **The senior leadership team (SLT)** will endeavour to support the provision and development of SRE in line with this policy by providing leadership and adequate resourcing.
- **The SMSC subject leader** will maintain an overview of SRE provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, developing the provision to meet student's needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.
- **Teaching staff** All teachers are involved in the school's SRE provision. Some SRE is taught through the PSHE programme and some through science and other curriculum areas. All teachers play an important pastoral role by offering support to pupils. (Any member of staff can be approached by a pupil who experiences a difficulty regarding sex or relationships issues). Teachers will be consulted about the school's approach to SRE and aided in their work by provision of resources, background information, support and advice from experienced members of staff and access to appropriate training.
- **Teaching Assistants** will be involved in a supportive role in all SRE lessons and also play an important, informal pastoral support role with pupils. They will have access to information about the SRE programme and supported in their pastoral role.
- **Parents/carers** have a legal right to view this policy and to have information about the school's SRE provision. Prior to any teaching on the subject, parents/carers of Year 6 pupils will have a letter informing them when sex education lessons will be taking place, and may discuss this with the class teacher if they wish. The school will seek and take account of parent/carer views and endeavour to adopt a partnership approach. This may include information/education workshops for parents/carers. The school's approach to SRE will encourage dialogue between parents/carers and their children.
- **Pupils** have an entitlement to age and circumstance appropriate SRE and to pastoral support. They will be actively consulted about their SRE needs through pupil voice activities, and their views will be central to developing the provision.

The Taught SRE Programme

The SRE programme will be delivered as part of the school's approach to PSHE and SMSC.

Aims of the programme

The overall aims of the SRE programme are:

1. To provide accurate information about, and understanding of, SRE issues.
2. To inform children sufficiently so that they can keep themselves safe.
3. To dispel myths.
4. To explore a range of attitudes towards SRE issues and to help pupils to reach their own informed views.
5. To develop respect and care for others.
6. To increase pupils' self-esteem.
7. To develop skills relevant to effective management of relationships and sexual situations. Examples include communication with and empathy towards others, risk assessment, assertiveness, conflict management, decision making, seeking help and helping others.

Place in the Curriculum

The main SRE programme will be delivered during a dedicated curriculum day in Years 3 – 6. In addition, certain biological aspects may be delivered through Science lessons.

Content and learning objectives

- The SRE programme is delivered in a developmental manner so that issues are explored in greater depth as students mature.

Methodology and resources

- Active learning methods which involve children's full participation will be used. This includes use of quizzes, case studies, research, role play, video and small group discussion.
- Sex and Relationship education takes place within the children's normal mixed sex classes, with the pupils' usual class teacher and teaching assistant.
- Should a teacher be absent it would not be undertaken by a short-term supply teacher.
- Teaching is conducted in a safe learning environment through the use of ground rules and distancing techniques so that pupils are not put on the spot or expected to discuss their own personal issues in class.
- Teaching resources are selected on the basis of their appropriateness to pupils.

Ground rules and distancing techniques

- Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of sex and relationships.
- To this end ground rules have been agreed to provide a common values framework within which to teach. There are clear parameters as to what will be taught in whole

class setting and what will be dealt with on an individual basis. The ground rules teachers will follow are:

- 1) Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- 2) No one (teacher or pupil) should be expected to answer a personal question.
- 3) No one will be forced to take part in a discussion.
- 4) Only the correct names for body parts will be used.
- 5) Meanings of appropriate words will be explained in factual way

Answering difficult questions

- Sometimes an individual child will ask an explicit or difficult question in the classroom.
- Questions do not have to be answered and can be addressed later.
- This school believes that individual teachers must use their skill and discretion in these situations and refer to the SMSC subject leader concerned.

Dealing with questions

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Teachers model appropriate behaviour and ensure that pupils discuss issues in a way which does not encourage inappropriate or silly behaviour.
- Pupils will have the opportunity at the end of each session to write down questions anonymously and post them in a question box. The teacher will then have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.
- If a verbal question is too personal the teacher should remind the pupils of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- Pupils must not be given the impression that teenagers inevitably have sex, the view that sex should be between two people who are mature enough to make informed decisions should be emphasised.
- If a teacher is concerned that a pupil is at risk of sexual abuse a DSP should be informed and the usual child protection procedures followed.

Monitoring and evaluation

- The programme is regularly evaluated by the SMSC subject leader. The views of students and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis.

Parental concerns and withdrawal of students

- Parents have a legal right to withdraw their children from dedicated 'sex education' lessons. They do not have a right to withdraw their children from those aspects of SRE that are taught in National Curriculum Science or where SRE issues arise incidentally in other subject areas.

- We will work in active partnership with parents/carers, value their views and keep them informed about our SRE provision. If a parent/carer has any concerns about the SRE provision we will take time to address their concerns and allay any fears they may have.
- Information sessions for parents will be available where they will have the opportunity to explore the curriculum and resources that their child will be exposed to.
- All children and young people have the right to a good quality SRE education. Should a parent wish to withdraw their child from SRE sessions, they will be asked to explain how their child will be given access to the information provided during these sessions.

Pastoral Support for Pupils who Experience Difficulties

The nature of support available to pupils

- At Woolenwick Junior School we take our role in the promotion of pupil wellbeing seriously. Staff endeavour to make themselves approachable and to provide caring and sensitive support for pupils in a number of ways.
- Staff may be approached for help on an individual basis. They offer a listening ear and, where appropriate, information and advice.
- The Family Liaison Worker and SMSC subject leader will keep up to date about the development of local services and national help lines for young people and form working relationships with local agencies that are relevant to pupil needs.

Confidentiality and informing parents/carers

- School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils.
- Child protection procedures must be followed when any disclosures about abuse are made.
- Where it is clear that a pupil would benefit from the involvement of a third party, staff should seek the consent of the student to do so. If appropriate, staff might inform the third party together with the pupil. Unless clearly inappropriate, pupils will always be encouraged to talk to their parent/carer.

Policy Review and Development Plan

- The head shall provide regular reports to the Governing Body on how effective the policy and procedures have been. SRE will be the responsibility of the School Improvement Committee
- As part of our ongoing commitment the Governing Body and the Head will update and amend the documentation and the process as required, after consultation with all staff.
- Staff training and practice development will be included within the school development plan
- The Policy will be reviewed at least every 3 years