

## **SRE POLICY**

### **Introduction**

Oakridge Community Primary School

September 2019

Member(s) of staff with responsibility for SRE: Andrew Krlic

Review Date: Sep 2020

### **Aims and Objectives**

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

'SRE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings'. (Sex Education Forum 1999).

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

Other related policies and documents include: The PSHE & Citizenship policy, Anti-Bullying Policy, Drugs Education Policy, Child Protection Policy and the Promoting Race Equality document.

## **Moral and Values Framework**

The SRE programme at 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 people's viewpoints and beliefs. They learn to 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 one-hour weekly lessons was decided upon after the consultation process involving pupils, parents/carers, staff, governors and the school health adviser using the OfSTED Sex and Relationship Guidance (2002) 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 school health adviser. Age and cultural backgrounds of the pupils were regarded in relation to images 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 all curriculum areas, including Personal, Social Health Education (PSHE) and Citizenship. At Oakridge the main content is delivered in Science and PSHCE - mainly SE*
- *SRE is normally delivered by the classteacher and the school nurse*
- *Resources to be used are DVDs from the school nurse, SEAL material and PSHCE books*
- *External agencies helping us to deliver SRE in our school include: The School Nurse*
- *Visitors are invited in to 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 to SRE 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.*
- *The school will continue to liaise with the local secondary school(s) in order to ensure that the programme for SRE is continuous at KS3)*

## **Assessment and Evaluation**

Elements of the 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 have been built into the programme. This could include peer assessment and self assessment. Teachers delivering SRE should constantly evaluate their lessons to inform future planning.

## **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 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.

### **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 child protection co - ordinator who takes action as laid down in the 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 Child Protection Coordinator if they are concerned.

Oakridge 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.

Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context.

## Dissemination

All staff members, and governors have access to a copy of the SRE policy. Training is regularly delivered to staff on the policy content. Copies of the SRE policy are available from the school office on request from parents. A short summary of the policy is included in the school prospectus.

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

The SRE/PSHE Co-ordinator facilitates the gathering of policy feedback from parents, staff and pupils every two years.