

**SRE Policy**

<b>Date Adopted:</b>	<b>November 2020</b>
<b>Next Review Date:</b>	<b>November 2021</b>
<b>Signature of Chair of Governors:</b>	
<b>Signature of Headteacher:</b>	

## **Introduction**

This policy has been updated in accordance with the above documents. A new SRE scheme of work for Reception to Y6 has been purchased and is included in the PSHE overall scheme of work.

The scheme (CWP Teaching SRE with Confidence in Primary Schools) is highly recommended by the PSHE association and has been used successfully in many primary schools.

This policy will be reviewed every two years or as needed to reflect any changes in legislation.

## **Ethos**

The school ethos is based on providing a safe and secure child centred environment in which all are able to maximise the children's full potential.

Our school's aims and values underpin the ways in which we ensure a whole school approach to provide an effective taught curriculum for all our pupils with a sensitive response to all aspects of SRE.

The context for Sex and Relationships Education within the PSHE curriculum.

Our school aims and values underpin the ways in which we ensure a whole school approach to provide an effective taught curriculum for all our pupils and a sensitive response to pastoral issues.

We believe that pupils have an entitlement to learn about sex and relationships as part of the wider PSHE provision. We acknowledge the vital role of parents and seek to support them through on-going consultation and ensuring that the policy reflects their views.

We aim to meet the needs of all our pupils and respond to the range of cultures and sexual diversity

Our aim is to:

- provide an effective SRE programme which meets the needs of all our pupils;
- provide opportunities for all pupils to understand themselves within the wider context of physical and emotional changes and to equip them with the skills and understandings to be confident with their own sexuality.

## **Organisation and planning**

Class teachers will deliver the sessions as set out in CWP 'Teaching SRE with Confidence in the Primary School.'

A staff meeting has been held to explore the sessions and to guide teachers to the relevant resources for the lessons.

As in all areas of the curriculum, teachers will use a variety of teaching and learning methods and approaches including discussion, project learning, DVD, circle time, group work, drama and role play.

Teachers should follow the plans for their year group in the new CWP scheme and deliver them over the second half of the summer term. All teaching materials required are integral to the scheme.

Assessment should be planned as an integral part of teaching and learning. It should be active and participatory, helping pupils to recognise the progress they are making in developing their skills, attitudes, knowledge and understanding including their contribution to learning.

In general, pupils will be taught in their normal mixed gender classes, although on occasion activities may be organised in single gender groupings to enable the pupils to focus on specific issues.

We actively encourage staff training through our ongoing programme of continuous professional development for all areas of PSHE to ensure that teachers are confident and skilled in the effective delivery of SRE.

We believe that the class teacher is the most appropriate person to deliver the SRE programme. However, staff will work closely with one another as necessary to support the delivery of the programme.

Legal aspects relating to SRE and cross referencing to other policies.

Some elements of SRE, as set out in the National Curriculum 2014, are statutory and mandatory for all pupils.

In addition, our curriculum will take into account the following government guidance:

- Young people must learn about the nature of marriage and its importance for family life and the bringing up of pupil.
- Young people should be protected from teaching materials which are inappropriate, having regard to the age and the religious and cultural background of the pupils concerned.
- Parents have the right to withdraw their pupil from the non-statutory elements of SRE.
- Both mainstream schools and special schools have a duty to ensure that pupils with special needs and learning difficulties are properly included in SRE.

As with all curriculum areas the PSHE curriculum will give due regard to The Equality Act 2010 and its three main aims.

- To eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.
- To advance equality of opportunity between people who share protected characteristics and people who do not share it.
- To foster good relations between people who share a protected characteristic and people who do not share it.

## **Creating a safe environment for teaching and learning**

It is our aim that pupils feel confident and comfortable when asking questions both in class and around school. In most cases, pupils' questions will be answered openly and honestly. However, on occasion, pupils may ask questions that are not appropriate (i.e. questions about a teacher's personal life or of a sensitive nature) and will not be answered.

Teachers will develop a supportive climate in their classroom, with clearly defined ways of working and the appropriate language to use. In addition, staff have discussed a range of possible questions and have agreed that some questions may need to be answered on an individual basis and some

may require a measured response appropriate to the maturity and level of understanding of the child. In some instances, certain questions will require parental involvement.

## **Confidentiality**

Teachers cannot offer unconditional confidentiality. We believe our pupils need to be aware of this and understand the issues involved. It is our aim to support all our pupils through effective procedures.

Staff are aware that pupils sometimes share information of a confidential nature and understand and value the importance of their role. Staff will treat every confidence in a sensitive way so that the pupil feels supported but not gossiped about.

However, both pupils and staff understand that there are some instances where confidences will have to be shared with others in order to protect and support the pupil. For example, if a child makes reference to being involved, or likely to be involved in sexual activity, this will be dealt with through the school's Child Protection & Safeguarding Procedures, which are in line with Rochdale Borough Safeguarding Board Procedures.

The SRE lead is also the Safeguarding lead and is well trained in areas related to both policies.

Staff will always challenge any inappropriate comments or any behaviours which could be seen as homophobic bullying, gender stereo typing or resulting from perceived differences.

## **Working with parents or carers**

We as a school will work closely with parents and carers to raise the awareness of the breadth of SRE, how and when it is taught in school.

The policy and programme of work is available to all parents and carers upon request.

We acknowledge the right of parents/carers to withdraw their child from those aspects of the SRE programme not included in the NC science.

However, we encourage all parents who have concerns to discuss these with the Head teacher or Deputy. Quite often, when parents review the materials and aims of the lessons they realise there is no need to withdraw their child from SRE.

## **Monitoring and evaluation**

The school is committed to delivering effective SRE for its pupils and recognises the value and importance of monitoring and evaluating the provision of SRE and the way in which all individuals are supported.

The school has established an on-going process of monitoring the SRE programme through the work of the PSHCE Co-ordinator, which includes lesson observation, and teacher, pupil, parent or carer feedback.

The PSHCE co-ordinator will review findings on an annual basis in order to inform future planning.

This policy will be reviewed on a two-yearly basis and amended according to DFE and LA guidance.

## **SRE Curriculum Overview by year group**

### **Reception: Our lives**

- Our day
- Keeping ourselves clean
- Families

### **Year 1: Growing and Caring for Ourselves**

- Keeping clean
- Growing and changing
- Families and care

### **Year 2: Differences**

- Differences: Boys and Girls
- Differences: Male and Female
- Naming the Body Parts

### **Year 3: Valuing Difference and Keeping Safe**

- Differences: Male and Female
- Personal space
- Family differences

### **Year 4: Growing up**

- Growing and changing
- What is Puberty?
- Puberty changes and reproduction

### **Year 5: Puberty**

- Talking about Puberty
- Male and Female Changes
- Puberty and Hygiene

### **Year 6: Puberty, Relationships And Reproduction**

- Puberty and reproduction
- Understanding relationships
- Conception and pregnancy
- Communication in relationships