

Middleforth
C of E
Primary School



SRE Policy
2017-2018



Middleforth Church of England Primary School

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Date written: November 2017

PSHCE Subject Leader: Mrs van Zyl

Revision: 05

To be revised: November 2018

Mission statement

"Let your light shine." Matthew 5.16

This policy has been written in consultation with the governors, staff, pupils and parents at Middleforth CE Primary School. It is endorsed by the Governing Body and reflects the school's Mission Statement, values and philosophy in relation to the teaching and learning of Sex and Relationship Education (SRE) which is firmly rooted within the teaching framework for PSHE. The policy takes into account the: Sex and Relationship Guidance 2000 documentation, Healthy Living Blueprint for Schools 2004, National Healthy Schools Standard for SRE.

At Middleforth CE Primary School we believe there is a need for all of our children to learn and grow safely within today's social environment. Our pupils come from a variety of social, family, religious and cultural backgrounds and this diversity is respected in the provision of our SRE programme. Partnership with parents and carers is an integral part of the learning for pupils at our school and we believe that the ideal family life for children is one which provides unconditional love, commitment and security. This caring and supportive ethos is reinforced at school.

Aims for Sex and Relationships Education

The objective of SRE is to help and support the young people in our school through their physical, emotional and moral development to enable them to learn to respect themselves and others and to move with confidence through adolescence into adulthood. It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care; in addition to general teaching about sex, sexuality and sexual health. The emphasis is upon developing age-appropriate levels of knowledge together with the skills needed for children to look after and respect themselves and others. Within the PSHE framework SRE will be delivered through the following:

- * Health and wellbeing: Healthy Lifestyles.
- * Health and wellbeing: Keeping safe.
- * Health and wellbeing: Growing and changing.
- * Relationships: Healthy relationships.
- * Relationships: Feelings and emotions.
- * Relationships: Valuing difference.

Key Principles for SRE

The following key principles underpin the teaching of SRE at our school. Sex and Relationships Education:

- Is a developmental process throughout life and begins in the early years;
- Involves the development of skills and exploration of attitudes, values and emotions as well as the biological facts concerned with human reproduction and personal hygiene;
- Emphasises the role and value of family life and promotes positive attitudes towards love and sexuality, including consideration of sexist attitudes, stereotyping and gender;
- Enables children to develop respect for themselves and others and so manage their personal relationships in a responsible, safe and healthy manner;
- Enables children to understand the impact of external factors such as the media, Internet and peer groups and remain independent decision-makers;
- Creates an environment where questions can be asked and answered openly without embarrassment, and trust and confidentiality are ensured;

Organisation and Content of the SRE Programme

The Scheme of Work is based Coram Life Education SCARF programme which takes account of the Statutory guidance for SRE and PSHE as directed by the PSHE Association. The Scheme of Work is progressive and the content is intended



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to be age sensitive with the emphasis upon developing levels of knowledge, skills and attitudes appropriate to the age group. Specific cross-curricular links are made with other subjects, with particular reference to the Science curriculum and PSHE framework. During SRE lessons correct scientific terminology for body parts will be used.

The SRE programme is intended to be teacher-led with class teachers having responsibility for delivering the SRE curriculum.

Additional opportunities to develop relationships skills, knowledge and attitudes will be provided during the academic year through: cross-curricular links, circle time, external visitors such as the school nurse, themed weeks in school, classroom displays and whole school worships.

Teaching Styles

As with the teaching of all PSHE lessons, the content of the SRE programme will be delivered using a variety of suitable teaching strategies. The emphasis is upon helping children to develop confidence in talking, listening and thinking about sex and relationships in a mature and responsible manner. An effective partnership with parents is also the key to success. There are a number of teaching strategies that can help this, including: establishing ground rules with pupils; using distancing techniques; sensitive handling of unexpected or difficult questions; using discussion and project learning methods (a balance of individual, group and whole class work and role-plays based upon suitable materials) also encouraging reflection and self-evaluation.

Resources

The provision of age-appropriate and current resources is considered to be necessary for effective teaching; resources are subject to regular review and teacher evaluation. Resources available Inspirational ideas PSHE and Citizenship 9-11 book and Sex and Relationship Education 9-11 by Molly Potter. BBC Active PSHE 9-11 for KS2 to be used with Y6 and any additional resources provided by the School Nurse.

Assessment and Record Keeping

Whilst it is recognised that some of the skills, attitudes and behaviours promoted by PSHE cannot be readily assessed by formal assessment procedures, reference should be made to the relevant Learning Outcomes when planning for assessment opportunities. Some assessment of knowledge and understanding may take place through written work, pupil evaluation, discussion and art as well as teacher observation of pupil's progress, attitudes and behaviours day-to-day. Assessment needs to be 'individualistic' and may include: self-assessment; peer feedback and classroom debriefing; evidence of increased self-motivation, independence, self-reliance; consideration shown to others and recognition of personal strengths and development areas.

Visitors and Outside Agencies

The school recognises the value of outside visitors, but care will be taken to ensure that these visits are planned together and integrated into the teacher led programme.

It is the individual teacher's responsibility to ensure that visitors are made aware of relevant school policies and issues of confidentiality. For this reason, teachers will be present during sessions involving visitors, and to ensure that subsequent work builds on the visitor's input.



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Confidentiality and the Classroom

During all SRE and PSHE lessons children work within an agreed set of ground rules that refer to issues of confidentiality. A statement of confidentiality is contained within the Child Protection Policy and all staff are aware of the content of this. LEA guidelines recognise that SRE may be the trigger for a disclosure. If a disclosure is made, the teacher will reassure the child and inform the DSL. It is the responsibility of individual teachers to ensure that outside visitors are aware of issues of confidentiality within school.

Equal Opportunities

All children, regardless of colour, creed, physical, mental or academic ability, will receive their full entitlement to the SRE curriculum. Provision will be made for adult assistance to meet the individual requirements of children with Special Educational Needs. Resources and teaching approaches will be matched to their physical and mental maturity as appropriate.

Parental Involvement

The school works in partnership with parents through such means as regular newsletters, homework activities, parents' information evenings, open classroom sessions and themed activity weeks. This policy and the Scheme of Work for SRE are intended to complement the role of parents and carers in providing education on sex and relationships to their children. Prior to the SRE week in Y6 parents are consulted by letter about the activities and information that will be covered with the children. Opportunities are provided for parents to view teaching materials and to discuss any concerns with teachers. It is hoped that this will reassure parents that their children will receive accurate and balanced information in school. Parents do, however, have a legal right to withdraw their children from elements of the SRE programme and a formal written application should be made to the Head teacher if this is the case.

Dealing with Sensitive Issues

In the event of pupils raising questions not covered in the Scheme of Work, these will be answered sensitively and according to the level of maturity of the pupil, if appropriate. Where a question results in a disclosure, Child Protection procedures will be followed. The following will not be covered in school: [sexually transmitted diseases](#), [different types of contraception](#), [termination](#), [surrogacy](#), [prostitution](#), [pornography](#). A suggestion will be made that issues which cannot be answered at school, may be best discussed at home with parents or carers.

Headteacher and Governor responsibilities

The Head Teacher takes overall responsibility for the policy and its implementation, for liaison with the Governing Body, LEA, parents and agencies. The Head teacher is responsible for the appointment of the teacher with responsibility for SRE Education.

Monitoring and Review

Medium-term plans / schemes of work will be reviewed by the co-ordinator, but may be amended at any time due to changing trends and national requirements. The PSHE Subject Leader and staff will identify personal training needs and update knowledge and skills through training and in-service.

This policy will be reviewed on a two year rolling programme.

Mrs JL van Zyl
PSHE Subject Leader