

SRE Policy

Introduction

This policy outlines the learning and teaching of Sex and Relationships Education at Castledyke Primary School.

The implementation of this policy is the responsibility of all teaching and learning staff. The responsibility for monitoring and review rests with the PSHE Subject Leaders.

The Purpose of the teaching of Sex and Relationship Education (SRE) is to develop:

- self esteem
- skills for successful relationships
- emotional literacy
- the ability to make informed choices and minimise risk
- the ability to keep themselves and other people safe
- the opportunity to explore their own attitudes, values and beliefs and develop an individual moral code that will guide their actions
- the ability to access help and support
- a positive attitude towards and understanding of their body and sexuality

Our school believes that SRE should be delivered within the following moral framework. Our programme promotes:

- Self-respect and respect for others
- Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality while not directly promoting sexual orientation
- Taking account of other people's feelings
- Mutual support and co-operation
- Accepting the responsibility for the consequences of our own actions
- The right of people to hold their own views within a framework of respect for others
- Not imposing our views on other people
- The right not to be abused by other people or taken advantage of
- The right to accurate information about sex and relationship issues

Our Aims

We will endeavour to ensure a broad and balanced experience for all of our pupils. The aim of this policy is to provide a working document that gives a clear framework from which staff will feel secure to work with.

SRE aims to equip all pupils with accurate, unbiased knowledge about sex and relationships and give pupils the opportunity to acquire life skills that will help them make good use of this knowledge. It will also give pupils opportunities to explore and respect their own and others' opinions, attitudes and values to help them develop their own individual moral framework. For the pupils that pass through our school we feel the following outcomes for SRE are particularly important:

- Pupils with better relationship skills
- Pupils prepared for the changes of puberty and that have a good knowledge of their own bodies.
- Pupils with an understanding of prejudice and its negative effects
- Pupils that are capable of seeking help and advice when they need to
- Pupils that are able to express how they feel
- Pupils that are aware of and have challenged the messages they receive from the media
- Pupils that are aware of the right they have over their own body
- Pupils that are able to make positive informed choices (that reduce risk)

A detailed 'sex and relationships education' programme delivered throughout school by *Big Talk Education* annually. This ensures that all pupils, from Nursery through to Year six, will revisit topics ensuring they build upon their existing knowledge and skills. Wherever possible, parental involvement in SRE is to be encouraged. All staff are trained to deliver the curriculum. This is to ensure it is delivered confidently using the correct knowledge and terminology.

Inclusion and Special Educational Needs

Our SRE programme aims to be inclusive regardless of gender, race, religion, colour, language, culture, social circumstances, appearance, sexuality, ability or disability etc. Our SRE programme responds to the needs of individual pupils and takes pupils', cultures, faiths and family backgrounds into consideration. Pupils with special educational needs will be given extra SRE support if needed.

Informing parents and carers on their right to withdraw their child

Before children embark upon a SRE programme, parents are informed by letter of their right to withdraw their child from SRE lessons and are given an overview of the topics their child will be covering. Parents are also reminded that they can have a copy of the school's SRE Policy on request from the school office or view on the school website. Parents will be invited to view materials and discuss the programme before they are taught. When a parent requests to remove their child from the SRE programme the Learning Mentor will arrange a meeting to ensure they are clear about the implications removing them will have on the safeguarding of their child.

Organisation of Sex and Relationships Education within the PSHE Curriculum

Sex and Relationships Education will be taught through a combination of planned curriculum opportunities and a whole school approach. This will take the form of:

- Discrete curriculum time - e.g. as part of the planned PSHE curriculum eg circle time
- Basic curriculum time - e.g. through other curriculum areas such as Science
- Through activities, school events and ethos - e.g. pupils listening to and supporting each other, taking responsibility, challenging stereotypes, developing relationships etc.
- The use of *Big Talk Education* annually, throughout school, to deliver training across the school covering abuse, pornography, exploitation, body science and staying safe in an age appropriate way. When this is not available it will be delivered by class teachers.
- 1:1 support where required with the school's Learning Mentor
- Use of outside support such as the school nurses contribute towards the teaching of SRE when required

Teaching and Learning of Sex and Relationship Education

Teaching and Learning in SRE will be in line with the school's philosophy on learning, making provision for pupils' abilities and range of learning styles. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the PSHE North Lincolnshire Spiral Curriculum programme of study. The assessment, recording and reporting of SRE will be carried out in line with the PSHE and assessment policy.

The Role of the PSHE subject leader is to:

- Support colleagues in the planning and teaching of SRE and support staff to develop their skills in the assessment of SRE.
- Renew, update and oversee the audit of resources needed to deliver good SRE teaching.
- Monitor and evaluate the quality of Teaching and Learning in SRE.
- Develop assessment and record keeping ensuring progression and continuity.
- To create a subject Action Plan, ensure its implementation, and report to the head teacher and Governors on its progress annually.
- To help develop and refine the school's Scheme of Work for PSHE, including SRE, using support and related materials from the North Lincolnshire working group.
- Keep abreast of developments in the teaching and learning of PSHE / SRE.
- Keep subject knowledge up to date by attending local Trust group meetings and training courses.

Resources

Teaching materials will include Power Points, leaflets and books. The 'Living and Growing' films can be used to support menstruation teaching when required. Work in school will be supported by outside agencies such as *Big Talk Education* and the School Nurse and Child Line. Big Talk Education resources are available in school for all teachers to access.

Health and Safety/Confidentiality

This policy needs to be read alongside our Health and Safety Policy to ensure that lessons are delivered in a suitable manner.

We will ensure that:

- All staff, pupils and parents/carers are aware of the school's child protection procedures and how it works in practice
- In the event of any child protection issues arising, these procedures are followed
- Pupils are informed of the limits of confidentiality that may be offered by teachers
- Ground rules are established in lessons and that these include the limits of confidentiality
- Pupils are informed of sources of confidential support, for example, any adult within school including the learning mentor, the school nurse, or GP

Monitoring and Evaluation

The teaching and learning of SRE will be monitored through the analysis of medium term planning, pupil interviews, analysis of assessment data, scrutiny of work samples and lesson observations, in line with the school development plan.