

**GISBURN ROAD C.P.
SCHOOL
BARNOLDSWICK**

SRE POLICY



DATE AGREED: SEPTEMBER 2019

REVIEW DATE: SEPTEMBER 2020

Gisburn Road Community Primary School

Sex and Relationships Policy

Introduction

- The teaching of Sex and Relationships Education at Gisburn Road School, using an integrated and consistent approach, is an important aspect of pupils' education.
- Sex and Relationship Education includes supporting young people in developing self-confidence in preparing for physical and emotional changes into adulthood.
- We believe that the teaching of Sex and Relationship Education should be shared with parents and be mutually supportive and complementary.
- The policy has been developed to ensure that staff and parents or carers are clear about the statutory requirements regarding Sex and Relationships Education, and that the pupils receive their educational entitlement. Through implementation of this policy, the school will meet specific aspects of the legal and statutory requirements.
- Every child is entitled to receive Sex and Relationships Education. It is our intention that all children have the opportunity to experience a programme of Sex and Relationships Education at a level which is appropriate for their age and physical development with differentiated provision if required, as part of the art of universal safeguarding.

Aims

Taking account of the age, maturity and needs of the pupils, Sex and Relationships Education aims to:

- provide the knowledge and information to which all pupils are entitled;
- help children to develop feelings of self-respect, self-esteem, self-confidence, sympathy and empathy;
- provide the confidence to be participating members of society and to value themselves and others;
- prepare pupils for puberty and encourage them to take responsibility for their own actions;
- give them an understanding of reproduction and sexual development;
- give them an understanding of the importance of health and hygiene;
- develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media. To provide strategies to navigate the online world and the use of new technologies.
- answer pupils' questions honestly and sensitively – referring the children to parents where appropriate;
- give them information on where individuals and families can get help and support.

Objectives

To enable the children to:-

- Know and understand what constitutes a healthy lifestyle;
- Be aware of safety issues, knowing how to keep themselves and others safe.
- Understand what makes for good relationships with others;
- Develop feelings of self-respect, self-esteem, self-confidence, sympathy and empathy.
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues;

- respect and care for their bodies;

Roles and Responsibilities

The PHSE Co-ordinator has the following responsibilities:

- To lead the review of the SRE policy every 3 years.
- To ensure that resources used are relevant and appropriate to the needs of the children;
- To ensure that staff have the necessary skills, confidence, knowledge, and resources in order to deliver effective SRE.

The Governors have the following responsibilities:

- To ensure that an up-to-date SRE policy is in place and is made available to parents and for inspection;
- To ensure that the SRE policy and curriculum are in line with the DfE SRE Guidance 2000. Refer to the SRE for the 21st Century Guidance on the Lancashire website.
- To ensure that the policy and programme reflect a whole school approach particularly in relation to consultation.

Teachers have the following responsibilities:

- To ensure that they, or anyone working in their classroom to deliver/support SRE, is doing so in line with the school's SRE policy, and other relevant school policies;
- To contribute to the evaluation of the programme;
- Assessing children's progress against the agreed learning outcomes;
- Communicating with parents when appropriate/necessary.

Working with Parents/Carers

- We recognise that parents/carers are key partners in our delivery of a comprehensive SRE programme for pupils at the school. The SRE we deliver is designed to support the important role of parents in this area;
- If parents/carers have concerns about any of the content to be covered we ask that these are addressed to the headteacher.

Provision

- SRE in our school will follow the Framework for PSHE, given as non-statutory guidance in the National Curriculum 2014;
- This framework will be delivered through a variety of teaching strategies but will mainly focus on using the Live Well, Learn Well unit 2 themes and guidance.
- It cannot just be taught as a separate subject, although this is an appropriate teaching strategy;
- It will also be taught through cross curricular links, Science, PE and RE.
- A whole school approach will be used to implement the framework. This policy has clear links with other school policies aimed at promoting pupil's spiritual, moral, social and cultural development including our Behaviour Policy, Anti-bullying Policy, Equality Policy and PSHE Policy.

- In following the framework our pupils will be taught the eight key components of SRE knowledge, skills and understanding:

1. Relationships
2. Personal growth and change- including the birth of a baby.
3. Families
4. Personal Safety
5. Emotions and Feelings
6. Sexual Relationships
7. Morality
8. Influences

Procedures for Withdrawal of Pupils

Parents and carers have a right to withdraw their child from some, or all, Sex and Relationships Education lessons, but not statutory Science lessons. However, should you be considering such a step, first talk it through with your child and their class teacher, and then, if necessary, contact the headteacher.

Teaching and Learning

- During timetabled PSHE time every week, an emphasis is placed on active learning through planned discussions, circle-time, investigations, role-play activities, puppets, group-work and problem-solving.
- All teachers will endeavour to provide a safe learning environment through the establishment of clear Ground Rules and group agreements which are made explicit to the children and reinforced consistently;
- The curriculum is divided into 3 stages- Early (R and KS1), Middle (LKS2) and Later (UKS2).
- Sexual Relationships, Morality and Influences are only a focus in KS2. The teaching and learning is based on the needs of our children.

Answering Difficult Questions

If a child asks an explicit or difficult question, the staff will use their professional judgement in deciding the best way to answer it. This may be through individual work or discussion with the child. If the staff member is concerned, they can refer to the headteacher who can discuss this matter with the parent, or follow other appropriate procedures. All Key Stage 2 classes will/ may have an 'SRE Question Box' in their classroom during the time in which they are being taught SRE, so that they can ask questions anonymously.

Confidentiality

Teachers conduct Sex and Relationships Education in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, or

indicates that they may have been a victim of abuse, this will be dealt with in line with our child protection policy.

Special Needs

- We teach SRE to all our pupils, regardless of their ability;
- Learning opportunities are matched to the individual needs of children with learning difficulties, with acknowledgment of the vulnerability of SEN children.
- Activities and debates challenge our most able pupils to formulate personal views based on evidence they research and discuss.

Resources

Live Well, Learn Well themed materials are used as a basis for teaching PSHE/ SRE in the following areas:-

Unit 2. Sex and Relationships.

Resource boxes are available and the custodians of these boxes are listed on the Lancashire PSHE web site.

Assessment, Recording and Reporting

- Teachers assess the children's work by making informal judgements as they observe them during lessons;
- We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage;
- We keep records of the contribution to the life of the school and community in photograph and video form;
- Our Celebration Assembly celebrates personal achievements outside school;
- Postcards home celebrate personal achievements with regards to developing positive attitudes to learning;
- A comment relating to PSHE will be included in the annual report to parents on pupils' progress.

Monitoring and Review

- The Senior Leadership Team will be responsible for monitoring the quality of teaching and learning;
- The Head Teacher and PSHE Subject leader support colleagues in the teaching of SRE by giving information about current developments in the subject and by providing a strategic lead and direction for the subject in school;
- The PSHE Subject leader will be responsible for monitoring learning outcomes for all pupils each term collating data and producing an analysis and evaluation to the SLT.

- All staff will be responsible for evaluating strengths and weaknesses in the subject and indicating areas for further improvement.
- Any use of visitors will be reviewed in line with school policies.

Reviewed by N Walker