

### **Policy Statement**

SRE is a 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.

The 1996 Education Act consolidates all relevant previous legislation and states that all primary schools must provide an up to date policy that describes the content and organisation of SRE provided outside the National Curriculum Science Order. The DfE Sex and Relationship Education Guidance (2000) supports this legislation and recommends that all primary schools should have a sex and relationship education programme tailored to the age and physical and emotional maturity of the children.

Other related policies and documents include the SMSC policy, Citizenship policy, Anti-Bullying Policy, Drug Education Policy and the Child Protection Policy.

### **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.

The Academy aims to provide children with a clear understanding of the changes that will happen to them as they grow, and provide them with a framework for making informed and responsible choices about relationships as they mature.

We aim to provide children with information which is appropriate to their age and needs, in a sensitive and straightforward manner.

### **Moral and Values Framework**

The SRE programme at Rose Wood Academy 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 pupils with Special Educational Needs are given extra support from SEND staff.

## **Content**

In 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 identify and be able to talk to someone they trust (such as their class teacher, teaching assistant or the school's PSA). All staff are trained in procedures for safeguarding and follow guidelines set out in school with regards to reporting concerns to the Child Protection responsible person (the Head Teacher).

In 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 the wellbeing of others. Life processes are discussed including the physical changes that take place at puberty, why they happen and how to manage them.

A range of materials are drawn upon to ensure SRE is delivered to all children throughout the school and is tailored to each child's needs and level of understanding.

Parents/Carers can request information about materials used in each Year Group.

## **Organisation**

SRE is not delivered in isolation but is embedded in the Y5 Science curriculum.

SRE is normally delivered by the school nurse and class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.

## **The Role of Visitors in regards to SRE**

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 contributions from visitors are part of a planned programme and negotiated and agreed with the Headteacher and other teachers in advance of lessons.

All visitors are supervised/supported by a teacher at all times.

The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

Rose Wood Academy believes in the importance of training for staff delivering SRE.

## **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. 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.

## **Child Protection**

The school has a separate Child Protection Policy. Effective SRE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

### **Confidentiality**

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 coordinator who may confer with the headteacher before any decision is made.

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.

### **Controversial and Sensitive Issues**

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias.

### **Dealing with Questions**

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil 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 responsible person if they are concerned.

### **Sexual Identity and Sexual Orientation**

Rose Wood Academy believes that SRE should meet the needs of all pupils regardless of their developing sexuality. We aim to deal honestly and sensitively with sexual orientation, to answer appropriate questions and to offer support. Bullying is dealt with firmly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context.

### **Dissemination**

SRE Policy is published on the school website.

### **Assessing and Monitoring**

The SRE Policy is to be reviewed every 2 years and appropriate amendments to be made where needed.

**Updated: April 2015**

**Review: Every 2 Years**