

Kirk Smeaton School Policy for Sex and Relationships Education (SRE)

Policy developed: March 2016

To be reviewed March 2018

Reviewed and consultation with parents.

The schools Values/ Ethos

The whole school ethos and values will support a safe learning environment for SRE. The SRE will reflect the values of the school;

- An awareness, understanding and respect for self, including self-confidence and self-esteem
- An awareness and respect for others and their views
- Taking responsibility for choices and actions
- The promotion of understanding and empathy to enable all pupils to treat others with fairness and respect
- The development of relationships based on mutual understanding and trust
- Develop a regard for family life, friends and the wider community

Definition and objectives for SRE

The objective of SRE is life long learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should help pupils to learn to respect themselves and others by acquiring accurate information, developing skills and forming positive beliefs, values and attitudes. SRE is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care.

Objectives

SRE involves some key elements:

- Learning and developing an understanding of the attitudes and values relating to family life, marriage, stable and loving relationships and respect
- To respect and care for their bodies
- To be prepared for puberty and adulthood
- Exploring and developing the social and personal skills needed to make informed choices
- Increasing knowledge and understanding about physical development, sexuality, emotions and sexual health

Delivery of SRE and the Curriculum

A successful SRE programme should be firmly embedded within the school's framework for PSHCE and the National Curriculum for Science. We teach SRE from Reception to Y6 using guidance from NYCC and diocese schemes. Each year group has a in depth Powerpoint that incorporates all specific learning and key questions for each year group. Each week we provide a time to talk about SRE and embed it into the school ethos.

Assessing, monitoring, evaluating and reviewing SRE

SRE will be assessed in accordance with the school's policy for Assessment, Monitoring, Evaluating and Reviewing of Curriculum Subjects. Assessment of SRE should:

- Be planned from the beginning as an integral part of teaching and learning
- Involve pupils in discussion about learning objectives and desired outcomes
- Include pupils as partners in the assessment process e.g. through self-assessment and peer-assessment
- Enable pupils to identify and gather evidence of their progress in developing knowledge, skills, understanding and attitudes

Child Protection and Confidentiality

SRE can be a sensitive issue. To protect privacy and engender respect for all, teachers will be expected to develop ground rules with pupils at the onset of work. Pupils should be informed about the remit of confidentiality and that teachers cannot offer or guarantee pupils unconditional confidentiality.

If pupils ask particularly sensitive questions that appear to be inappropriate in the circumstances, teachers will deal with this outside the classroom on a one-to one basis. If the teacher judges it necessary the pupil could be advised to speak to the school nurse, provided with information about where to get further help or, if the matter is considered a potential Child Protection issue, the staff member responsible for this should be notified.

It is the responsibility of the school to support its pupils and to carry out its functions with a view to safeguarding and promoting the welfare of pupils. In fulfilling this duty they must have regard to guidance around safeguarding. Whilst pupils have the same rights to confidentiality as adults no pupil should be guaranteed absolute confidentiality. Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school's senior member of staff, with designated responsibility for Child Protection. The Designated person will then, in line with the School's Child Protection policy and the North Yorkshire Safeguarding Children Board guidance and procedures, take action as appropriate. Pupils will be made aware of the law relating to sexual offences and of those circumstances where confidentiality cannot be maintained. Staff should ensure when making notes that they are factual and based on evidence, in line with the Freedom of Information Act.

Roles and Responsibilities

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning. The Headteacher's responsibilities in respect of SRE are to:

- Ensure that all staff are confident in the skills to teach and discuss SRE issues
- Monitor and advise on SRE organisation, planning and resource issues across the school

- Keep the governing body fully informed of provision, issues and progress in SRE
- Act upon any concerns which may arise from pupil disclosure during SRE sessions.

The Governing Body

The governing body has responsibility to ensure a school has an up-to-date SRE policy that describes the content and organisation of SRE outside of the national curriculum science. The policy should also clearly reference any on site sexual health services. The governing body, in co-operation with the Headteacher, is expected to involve families, pupils, health and other professionals to ensure that SRE addresses the needs of pupils, local issues and trends. The governing body need to ensure pupils are protected from teaching and materials which are inappropriate, having regard to the age, religious and cultural background of the pupils. It is good practice to identify a link governor for SRE. The governing body will continue their involvement through regular evaluation of provision and policy.

Parents / Carers

The school aims to work in active partnership with families, value their views and keep them informed of the SRE provision. If a parent/carer has any concerns about the SRE provision then time will be taken to address their concerns. Families are invited to review the resources and can contact the Headteacher with any queries or concerns.

The Parental Right to withdraw their child from SRE lessons

Parents have the right to withdraw their children from all, or part, of sex and relationship education, which is not part of the National Curriculum. Under section 405 of the Education Act 1996, parents may opt to withdraw their children from SRE lessons. If a child is withdrawn they will be provided with alternative work for the duration of the lessons.

External agencies

Whilst the responsibility for organising and delivering most, if not all, of the SRE programme rests with the school, there may be times when an external contributor can add value and bring to the classroom additional experience, skills or knowledge that teachers may not always have. However they may not possess the skills of organising teaching and learning or managing behaviour. The Partners in Education form (see Appendix three) is strongly recommended to be used when planning, and for evaluating the input of an external contributor. By using this it is more likely that clear learning outcomes will be established, the learning processes to achieve these, and that the work will be tailored to the target audience. It is essential to ensure that at all times a teacher is present when an external contributor is working with pupils. All external visitors should have a Criminal Records Bureau check.

Diversity

Children and young people from all faiths and cultures have an entitlement to sex and relationships education (SRE). Teaching effective SRE means being sensitive to the range of different values and beliefs within a multi-faith and multi-cultural society. It is important when developing the SRE curriculum to work in partnership with parents/carers and the wider community. Research has shown that if parents/carers and faith leaders work together to examine assumptions and beliefs and ensure effective communication that reduces misunderstandings and allows for the development of a values framework for SRE.

Lesbian, Gay and Bisexual (LGB)

All families are different so it is important to avoid using language which focuses on the conventional mum and dad family structure and instead talk about families more broadly. Provide pupils with the opportunities to learn about different family structures. For older pupils when discussing sexual relationships and partners ensure reference and resources are used that relate to LGB people.

Appendix three

Partners in Education Support Agreement Form Please read this document fully before completing any section.

Uncoloured areas require a school response and shaded areas a response from the provider of services. Dark grey boxes contain words that may be helpful in describing intended outcomes.

School:	Agency:
Address:	Address:
P/code:	P/code:
Contact person:	Contact person:
Post held:	Post held:
Tel:	Tel:
e-mail:	e-mail:

Details of input:	Numbers	Date(s)	Time(s)	Location e.g. Hall, classroom
Tick target group				
Pupils/students []				
Age-range.....				

Key Stage.....				
Males, females or mixed group? (circle one) M F Mix				
Teachers []				
Governors []				
Non-teaching staff []				
Parents []				
Other (specify) []				

Visitors should be made aware of fire safety procedures, have access to a telephone for emergencies and know where to obtain emergency aid assistance.