

Author: Hawthorn Tree School
Date approved by Governors: June 2014
Date for review: June 2018

INTRODUCTION

1.1

Effective SRE is essential if young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation, but be firmly rooted within the framework for PSHE/Citizenship and the National Curriculum.

1.2

The objective of SRE is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE (Personal, Social and Health Education), will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

1.4

The implementation of this policy is the responsibility of all members of staff and should be incorporated into the planning of both KS1 and KS2 as well as the Foundation Stage (Early Learning Goals; Personal, Social and Emotional Development/Knowledge and Understanding of the World). It will be overseen by the Headteacher and the Identified Teacher for PSHE.

DESCRIPTION OF THE SETTING

2.1

This policy reflects the character of our primary school, a large medium school of approximately 260 children which serves the Eastern side of Boston with children ranging from 4 years to 11 years. The religious emphasis is predominately Christian.

HOW THE POLICY WAS FORMULATED

This policy was informed by reference to the QCA/DfEE Curriculum and Standards Guidance for SRE, Ref: DfEE 0116/2000. It was formulated by the Identified Teacher for SRE, following consultation with the Headteacher, full staff and full governing body (including parent governors) and reflects all their views. All policies are available for inspection by any parent/carers at all times.

AIMS AND OBJECTIVES OF THE POLICY

4.1

SRE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity. It has three main elements:-

4.1.1

Attitudes and values – the importance of values and individual conscience and moral considerations; the value of family life, marriage and stable and loving relationships for the nurture of children; the value of respect, love and care; exploring, considering and understanding moral dilemmas; developing critical thinking as part of decision-making.

4.1.2

Personal and social skills – to manage emotions and relationships confidently and sensitively; developing self-respect and empathy for others; to make choices based on an understanding of difference and with an absence of prejudice; an appreciation of the consequences of choices made; managing conflict; to recognize and avoid exploitation and abuse.

4.1.3

Knowledge and understanding – learning and understanding physical development at appropriate stages; understanding human sexuality, reproduction, sexual health, emotions and relationships; learning about contraception and the range of local and national sexual health advice, contraception and support services; learning the reasons for delaying sexual activity and the benefits to be gained from such delay; the avoidance of unplanned pregnancy.

Effective SRE is best achieved through a whole-school approach and this policy is appropriately set for the age and maturity of our pupils. Parents/carers are involved, staff are given appropriate training and support when required and all pupils' views are listened to.

5 MORAL AND VALUES FRAMEWORK

5.1

SRE should contribute to promoting the spiritual, moral, cultural, mental and physical development of all pupils and to prepare all pupils for the opportunities, responsibilities and experiences of adult life. Pupils should be taught about the nature and importance of marriage for family life and bringing up children, but the Government recognizes that there are strong and mutually supportive relationships outside marriage. Therefore pupils should learn the significance of marriage and stable relationships as key building blocks of community and society. Care needs to be taken to ensure that there are no stigmatizations of children based on their home circumstances.

The views and religious convictions of all pupils and their parents/carers should be respected.

CONTENT HEADINGS FOR THE SRE PROGRAMME

6.1

The combined PSHE and Citizenship framework at KS1 and KS2 is developed through four themes and makes clear what is appropriate in the early primary years and the transition year (Y6/Y7). These are: developing confidence and responsibility and making the most of pupils' abilities; preparing to play an active role as citizens; developing a healthier, safer lifestyle; developing good relationships and respecting differences between people.

At primary school level SRE should contribute to the foundation of PSHE and Citizenship by ensuring that all children: develop confidence in talking, listening and thinking about feelings and relationships; are able to name parts of the body and describe how their bodies work; can protect themselves and ask for help and support; are prepared for puberty.

The SRE will be delivered by the class teacher or Identified Teacher for PSHE on a rolling programme as per the PSHE scheme of work and topics will be repeated in a developmental programme to enable

children to build on prior learning. Outside agencies (Health professionals – the school nurse) will be used, particularly in the first year of school and in the transition year.

For details of the specific SRE content (what will be taught and at what age) see the PSHE/science schemes of work.

THE ORGANISATION OF SRE

7.1

Within the school, all class teachers are responsible for delivering the SRE and will be supported by the Identified Teacher for PSHE. (See 8.7).

The SRE will be delivered through PSHE, science, circle time and with the use of outside visitors (school nurse).

Teaching methods will be whole class, mixed gender (except for the Growing Up video in the transition year – Y6). Teaching strategies will include: establishing ground rules with pupils; using “distancing” techniques (eg depersonalizing discussions ie through role play/use of videos/theatre groups); knowing how to deal with unexpected questions or comments from pupils; using discussion and project learning methods and appropriate materials; encouraging reflection.

Materials used in schools for the SRE will be in accordance with the PSHE framework and the law. The school will ensure that pupils are protected from teaching and materials which are inappropriate, having regard to the age and cultural background of all pupils.

SPECIFIC ISSUES STATEMENTS

Parents are the key people in teaching their children about sex, relationships and growing up. All policies are available for inspection by parents/carers. The school will endeavour to work in partnership with parents in order that the SRE programme will complement and support their role as parents.

Teachers have a responsibility to ensure the safety and welfare of pupils and because teachers act in loco parentis, the personal beliefs and attitudes of teachers will not influence the teaching of SRE within the PSHE framework.

All parents/carers have the right to see materials and resources that will be used in delivering the SRE, especially before the transition year and have the opportunity to discuss the detailed content of what will be taught.

All parents/carers have the right to withdraw their child from all or part of the SRE except for those parts included in the statutory National Curriculum. The DfE will offer schools a standard pack of information for parents who withdraw their children from SRE.

The school will have a clear and explicit confidentiality policy – teachers cannot offer or guarantee pupils unconditional confidentiality and teachers are not legally bound to inform parents or the head teacher of any disclosure unless the head teacher has specifically requested them to do so.

If abuse is suspected, teachers should follow the school’s child protection procedures and links with other policies such as bullying and equal opportunities.

Delivery of SRE is not the sole responsibility of schools. Parents and members of the wider community have much to offer. The school will work effectively in partnership with parents and others in the wider community. Health professionals, social workers, youth workers, peer educators and visitors all have a part to play in delivering SRE and will abide by the school’s policy.

Pupils with special needs will receive SRE. Teachers may find that they have to be more explicit and plan work in different ways in order to meet the individual needs of those children with special educational needs or learning difficulties.

RESOURCES

9.1

Resources used for SRE as part of the PSHE/Citizenship curriculum will be those as advised by the LA (Dipsi) and Healthy Schools Standard. This ensures they have been selected and checked for stereotyping, bias and prejudice.