



SEX & RELATIONSHIP EDUCATION POLICY

‘SRE supports and promotes our pupils’ ‘spiritual, moral, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of adult life.’

(Section 351 – Education Reform Act 1996)

At Astley Park School, SRE is underpinned by the ethos and values of our school and we uphold it as an entitlement for all our pupils. SRE is part of a wider programme of PSHE. We recognise the need to work as a whole school community to ensure a shared understanding of SRE and the values under-pinning it and to deliver an effective programme that meets the needs of our pupils and taking into account the variety of faiths, abilities and backgrounds.

In our school, we are committed to working towards equality of opportunity in all aspects of school life. We aim to develop an understanding in our pupils of the biological, emotional, social, legal and moral aspects of sex and sexuality. We teach SRE within the wider context of building self-esteem, emotional well-being, relationships and healthy lives, beginning in the early years. The SRE curriculum will cover these areas:

- the discussion of attitudes and values,
- the development of a range of personal and social skills and
- the provision of factual information and the development of the understanding of it.

The objectives for SRE should match the age and maturity of the pupils involved. Our learning outcomes include:

Attitudes and Values

- to learn the value of respect, love and care,
- to learn the value and respect of ourselves and others,
- to develop an understanding and valuing of diversity,
- to promote a positive attitude to healthy lifestyle and keeping safe and
- to developing an understanding of the value of family life and an appreciation of the many different types of family.

Personal and Social Skills

- to learn how to identify and manage emotions confidently and sensitively,
- to develop self-respect and empathy for others,
- to develop communication skills with peers, school and family,
- to develop an understanding of the nature of different relationships and the need for appropriate responses,
- to learn how to assess risk and develop strategies for keeping safe,



- to develop the ability to give and secure help and
- to develop an understanding of difference and an absence of prejudice.

Knowledge and Understanding

- to recognise and name the main external parts of the body including agreed names for sexual parts,
- to know the basic rules for keeping themselves safe and healthy,
- to know about human life processes such as conception, birth and puberty,
- to develop an understanding of the physical and emotional aspects of puberty,
- to learn that safe routines can stop the spread of viruses such as HIV and
- to know who can provide help and support.

The SRE curriculum

SRE is delivered through the four inter-related strands of PSHE:

- developing confidence and responsibility and making the most of pupils' abilities
- preparing to play an active role as citizens
- developing a healthy safer lifestyle and
- developing good relationships and respecting the differences between people.

The QCA guidance on PSHE and citizenship includes *Breadth of opportunities* pupils need to develop their knowledge, skills and understanding and these are embraced in our whole school approach to PSHE. In PSHE, SRE is placed within the context of talking about feelings and relationships. Ensuring SRE is embedded within PSHE will ensure a focus upon self-esteem and respect for self and others.

The SRE programme also includes elements of the statutory Science curriculum, which is mandatory for all pupils.

The topics and themes incorporating sex education are planned for each year group. Each time, topics are taught in greater depth, always taking into account the children's development.

The organisation of SRE

Co-ordination

SRE is co-ordinated by the PSHE subject leader. They are responsible for the overall planning, implementation and review of the programme. They monitor the planning and delivery of content, provides appropriate resources and offers guidance and support in the delivery of assessment of SRE.

The PSHE subject leader will endeavour to keep up-to-date with materials and guidance for SRE, in line with other curriculum areas. The school will support this by



affording regular opportunities for appropriate training. They may lead, organise or inform staff and the wider school community of training and current issues.

Staffing

Class teachers, with their understanding and knowledge about their pupils in terms of age, maturity, development, religious, cultural and specific learning needs, are in the best position to deliver most SRE. Therefore, it is our aim that all teachers will be able to deliver SRE in their class with support and training. Support staff and teaching assistants will receive training, when necessary, so they can work with class teachers effectively.

In the unlikely scenario of a member of staff expressing concern about teaching SRE they will be supported by the PSHE subject leader and management team to develop their skills and confidence in this subject.

Visitors

We welcome the support of visitors offering specialist support and links with the community. Visitor sessions always complement the existing SRE provision and never replace or substitute teacher-led curriculum provision.

Curriculum Delivery

Curriculum planning for SRE is part of the whole school planning process for PSHE and citizenship and is informed by the National Curriculum Science requirements.

The content of the SRE programme will be delivered in a variety of ways:

- Designated SRE curriculum times, which provides focused opportunities for raising specific issues in a safe and structured session.
- Cross-curricular links (when appropriate) – SRE will also be delivered in Science, RE, Humanities and Literacy.
- Circle-time, planned to support the delivery of PSHE, may also be used to cover some of the SRE programme.
- There may be other opportunities such as assemblies or 'health days' to cover the content or develop the skills involved in the SRE programme, but these one-off events will always be part of the planned programme.

Appropriate arrangements will be made for pupils who are withdrawn from SRE.

Delivering the SRE curriculum

Teaching and learning methodology

Teachers and staff will use a range of strategies to deliver SRE. This will enable pupil participation and involvement in their learning and develop pupil's confidence in talking, listening and thinking about sex and relationships.

These techniques include:



- Establishing ground rules with pupils – as in all aspects of PSHE as set of ground rules helps create a safe environment
- Using ‘distancing’ techniques
- Knowing how to deal with unexpected questions or comments from pupils
- Encouraging reflection

Our pupils have different abilities based on their emotional and physical development, life experiences, literacy levels and learning difficulties, but we will aim to ensure that all pupils are properly included in SRE.

Some of our pupils may be more vulnerable than their peers, and others may be confused about what is acceptable public behaviour. These pupils, in particular, will need to develop skills to reduce the risks of being exploited, and to learn what sorts of behaviours are, and are not, acceptable.

Resources

All resources are selected to ensure that they are consistent with the school ethos and values and support the SRE aims and objectives. Care is taken to ensure resources are age and ability appropriate and in line with the school’s values.

Religion and ethnicity

At Astley Park School we seek to recognise the diverse beliefs of all of our pupils and families including religious and minority ethnic communities and aim to value and celebrate cultural diversity. There will be a range of views on SRE within every community so we will try to broadly represent those of our whole school community. We will explore assumptions about different cultural beliefs and values and encourage activities, which challenge stereo types. We will use a range of teaching materials and resources that reflect our cultural diversity and encourage a sense of inclusiveness.

Whilst we always try to work with parents to accommodate their wishes, we will also accept that parents can exercise their right to withdraw their children from SRE outside National Curriculum Science.

Recording & Assessment

In addition to the pupils’ self-assessment, teachers will assess pupils through informal methods, such as observations and discussions with a particular focus and will record this formally using Evidence for Learning. Elements of SRE that occur in the Science curriculum will be assessed, through recorded work to establish knowledge and understanding.

Monitoring & evaluation of the SRE curriculum

The review and monitoring of this policy is the responsibility of the PSHE subject leader and will include:

- Review of planning and guidance
- Liaison with class teachers



- Carrying out a regular audit of provision in order to ensure we are meeting the needs of all our pupils and delivering an effective programme
- Release time for the subject leader to carry out the above.

Monitoring takes place through liaison between the PSHE subject leader and class teachers.

Liaison with other schools

We will be making use of new and existing structures to liaise with other SEN schools about SRE.

Specific issues and language to use

We recognise that some aspects of SRE for teachers, pupils, parents and the wider school community may be considered sensitive or challenging. We respect the varied beliefs and values held by our school community, however, personal beliefs and attitudes will not influence the teaching of SRE. Teachers and all those contributing to SRE are expected to work within our agreed values framework as described in this policy and supported by current legislation and guidelines.

Pupils may ask questions or seek information about specific issues. It is school policy to address these questions and provide information in a straightforward, age and maturity appropriate way. In this way, pupils will be offered reassurance and will have misinformation corrected.

Confidentiality and child protection

Pupils in our school will be constantly reminded of the benefits of confidentiality. Pupils will also be told, in an age and maturity appropriate language that teachers can keep confidentiality except when the teacher is concerned about their safety or that of another child.

Teachers and support staff are aware that teaching SRE can lead to pupil disclosures. All staff and visitors involved in the delivery of SRE are also clear that they cannot offer or give unconditional confidentiality to children in the school. Staff are also aware of school child protection procedures (see safeguarding policy) and that there is a nominated person to turn to with concerns.

Liaison with parents and carers

Our school would like to share responsibility with parents and carers in the delivery of SRE. We are confident that good communication and sharing our aims and purpose of SRE will enable parents/carers to support our SRE programme. We will also do our best to support parents in talking to their children about SRE.

Parents and carers have the right to withdraw their children from all or part of the SRE provided at school, except for those parts included in the statutory Science National Curriculum. Those who wish to exercise this right should talk with the class teacher, the PSHE subject leader or the Head Teacher. The issue of withdrawal will be handled as sensitively as possible and alternative arrangements will be made for any child withdrawn from this aspect of the curriculum.



Information and examples of work (via Evidence for Learning) will be available to parents enabling them to follow up any issues raised in school.

Implementation and Review of SRE policy

This policy will be implemented and delivered by all staff. It will be reviewed once every two years, unless monitoring shows that an earlier review is necessary.



Date policy approved by Governing Body Curriculum & Policy Committee: 16.05.18

Signed Chair of Curriculum & Policy Committee: _____
Mr M Maher

Signed Chair of Governing Body: _____
Mrs W Blundell

Policy Review Date: Summer Term 2019