

Ethos and Values

At Heckmondwike Primary School, the SRE curriculum will reflect the values of our school PSHE programme and our school ethos, and will be taught in the context of relationships. In addition, SRE will promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community. We aim to provide a holistic education (including SRE) for all children, regardless of ethnicity, language, faith, race or gender. In doing so we aim to support children in their emotional, cultural and social, as well as academic development.

Diversity and Inclusion

Ours is a school with an ethnically diverse intake. In any one class we may have pupils from a variety of cultures and with a wide variety of faiths. These cultures and faiths often hold views, perhaps strong views, about sexual behaviour. It is essential that any school policy is sensitive to these views but must ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

Definition

Schools are statutorily required to provide a broad and balanced curriculum that promotes the physical, moral, social, spiritual and cultural development of young people and to prepare young people for the opportunities and responsibilities of adult life.

According to the Sex and Relationship Education Guidance, 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."

Aim and Objectives

Aim:

Contributing to the foundation of PSHE, the school's SRE programme aims to 'inform children and young people about relationships, emotions, self-esteem and personal safety and hygiene' and should 'enable them to develop personal and social skills and a positive attitude to growing up'.

Objectives:

The school's SRE programme will:

- Provide information which is relevant and appropriate to the age and maturity of the pupils;
- Include the on-going development of communication and social skills;
- Encourage the development of positive attitudes and values and self-esteem;
- Act as an effective vehicle for promoting respect for self and others;
- Help children form friendships as well as recognise and communicate their feelings.

Policy, Leadership and Management

Governors, in consultation with the head teacher, have a responsibility for SRE in their school. Governing bodies, together with the PSHE co-ordinator, are expected to involve parents, pupils, staff, health professionals and other agencies to ensure that the school's SRE programme addresses the needs of the community, education, health priorities and the needs of the pupils themselves.

Implementation

Class teachers are responsible for their own class organisation and teaching style in relation to SRE, while at the same time ensuring these complement and reflect the overall aims and philosophy of the school. There are some aspects of the curriculum, particularly around puberty, where it would be more appropriate for pupils to be taught in same sex groups by a teacher of the same gender.

Best Practice

To maintain rigor as well and to ensure teaching is irreproachable, teachers of SRE education will stick rigidly to the following criteria:

- Use specific ground rules for this work which will clarify boundaries for everyone involved;
- Clarify that personal questions should not be asked or indeed answered;
- If a teacher doesn't know the answer to a question, this should be acknowledged openly and respectfully;
- Clarify that pupils should not give out personal information in class but speak to the teacher or someone else they trust after the lesson if need be;
- If a teacher feels a child is in any way at risk, he/she must speak to the DSL a.s.a.p.

Curriculum

The minimum statutory requirement for SRE is that schools must deliver the National Curriculum for Science to all children within school:

Key Stage 1

- Identify, name, draw and label the basic parts of the human body and say which part is associated with each sense.
- Animals, including humans, have offspring which grow into adults.

Key Stage 2.

- The differences in the life cycle of a mammal, an amphibian, and insect and a bird.
- Describe the life processes of reproduction in some plants and animals
- Describe the changes as humans develop to old age.

In addition to the Science National Curriculum, PSHE provides an appropriate vehicle for SRE. A planned and co-ordinated approach to PSHE can provide an appropriate framework for SRE to take place providing pupils with a consistent message.

Dealing with difficult topics

Sex and Relationship Education can sometimes raise difficult areas for some schools, therefore the school needs to consider its approach and provide guidance to teaching staff to enable them to respond appropriately to questions raised by pupils.

Dealing with difficult questions

Teachers will be provided with guidance to help them when answering questions from children, which will fall into one of the three following headings:

- 'Silly questions' Children are testing boundaries and have no interest in the answer. In this case, teachers will not answer questions, and explain that they are inappropriate;
- 'Concerning questions' these could possibly be indicative of safeguarding issues. In this case, teachers will follow the school safeguarding procedures;
- 'Genuine questions'. The child has a genuine but age inappropriate question. In this case, the child's question will be acknowledged, with a promise to return to it later. The class teacher will then consult with the child's parents, and discuss if they would like to answer, or they want school to answer, in the case of the latter, it will be discussed with parents how much information they are happy for their child to have.

Working with Parents

In order to engage the whole school community with our SRE curriculum, we will hold an annual awareness raising session for all parents. To ensure best attendance, these will be run as single-sex sessions with bi-lingual support. This session will cover the content of the curriculum, and outline parent's right to withdraw their child from non-statutory lesson content. In the situation where children are withdrawn from SRE lessons, the school has a responsibility to find alternative provision for those children e.g. appropriate material to enable them to undertake the learning at home.

Monitoring, Assessing and Reviewing

To ensure that the policy is adhered to and is effective, it will be monitored, reviewed and evaluated regularly. The school will therefore implement its existing systems to ensure this takes place and amend policies and processes in light of reviews and evaluations. The whole school community will be consulted and given the opportunity to review and assess the policy, this includes pupils, parents, staff and other staff members i.e. mentors etc,

Relationship with other policies

PSHE

Sex and Relationship Education sits within of the PSHE curriculum and as such should be planned, delivered, co-ordinated, assessed and monitored in line with the school's PSHE Policy.

Anti-bullying

This policy will be linked to the school's broader policy on anti-bullying.

Safeguarding

If any disclosure occurs during a SRE lesson or concerns are raised, teachers will follow the school's procedure for Child Protection.

Confidentiality

Children have rights under the Children's Act 1989 and can thus expect to be treated sensitively regarding seeking information and advice. However, staff should not give guarantees of confidentiality where the safety and welfare of a child is at risk.

Date and Review of the Sex and Relationship Education Policy

The governors agreed this policy on 8th July 2014

Reviewed July 2016