



## **Sex & Relationship Education Policy**

Date of Policy: September 2017

Member(s) of staff with responsibility for SRE: Annmarie Jones

Review Date: September 2018

### **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.

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.

Other related policies and documents include: The PSHE & Citizenship Policy, Anti-Bullying Policy, Drugs Education Policy, Safeguarding Policy and the Promoting Race Equality document.

The SRE programme at Lakeside Primary School 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 children with Special Educational Needs are given extra support.

### **Content**

Using the SRE spiral programme

#### **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 can identify and be able to talk to someone they trust.

## **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 well-being of others.
- Life processes are discussed including the physical changes that take place at puberty, why they happen and how to manage them. (Year 5)
- SRE will be taught to class groups/mixed ability sets with provision for single-sex groups as appropriate. Sexual intercourse will be explained using the BBC DVD Sex and Relationships Education and Drug Education.

### **□ Assessment and Evaluation**

Elements of the sex education in the science curriculum are assessed formally.

Assessment and evaluation of the SRE programme outside the science order is conducted using a variety of informal activities which have been built into the programme. These could include peer assessment and self-assessment. Teachers delivering SRE should constantly evaluate their lessons to inform future planning.

## **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 except for those parts included in statutory National Curriculum Science.

Those parents/carers wishing to exercise this right are invited in to see the Head teacher and/or SRE Co-ordinator 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.

Materials are available to parents/carers who wish to supplement the school SRE programme or who wish to deliver SRE to their children at home.

### **Confidentiality and Child Protection Issues**

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 Designated Safeguarding Lead who takes action as laid down in the Safeguarding Policy. Members of staff are familiar with the policy and know the identity of the member of staff with responsibility for safeguarding pupils.

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.

### **Answering Difficult Questions**

Members of staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil(s) 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 Designated Safeguarding Lead if they are concerned.

The SRE/PSHE Co-ordinator facilitates the gathering of policy feedback from parents, staff and pupils every two years.

Staff, Governors, Parent Consultation

We would like our SRE to:

- teach self-esteem, develop self-worth
- encourage good friendships
- teach children to say " no"
- teach self-respect
- help children to understand and make informed choices
- keep parents informed
- ensure age appropriate progression
- respect individuality
- consider morals and values
- teach family values

- ensure sympathetic approach, considering the needs of individuals
- develop confidence
- provide CPD for teachers
- respect and embrace diversity
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Document created by

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Date

Document approved by

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Date