

# The Wolds & Vale Federation of Schools



**Sherburn Church of England Primary School**

**and**

**Luttons Community Primary School**

**Joint Policy on SRE**

SRE Policy  
Date reviewed Summer 2019  
Next Policy Review Date: Summer 2022

## **SHERBURN CHURCH OF ENGLAND PRIMARY SCHOOL**

This document reflects the school's mission statement:

**'Working Together, Putting Children First Within Our Christian Family'** and provides a framework for the creation of a happy, secure and orderly environment in which everyone can work.

### **Christian Ethos**

Christian values underpin the work of Sherburn CE VC Primary School and these influence our care of the individual. The three priority values are friendship, truthfulness and forgiveness.

These support this policy wholeheartedly;

- Forgiveness because we wish to learn how to respond properly when hurt;
- Truthfulness to help us to be open; and
- Friendship because we call God our friend.

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## **Policy on Sex and Relationships Education**

This document reflects the school's mission statement: **'Working together, putting children first, within our Christian family'** and provides a framework for the creation of a happy, secure and orderly environment in which everyone can work.

This policy links to:

- Safeguarding / child protection. North Yorkshire Safeguarding Children Board Procedures and Guidance ([www.safeguardingchildren.co.uk](http://www.safeguardingchildren.co.uk))
- Confidentiality Policy
- PSHCE policy
- Inclusion Policy
- Teaching and Learning
- Assessment
- Science
- Single Equality Scheme

### **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.

### **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.

- The SRE curriculum is delivered through Science, PSHE lessons, and discrete teaching.
- The discrete lesson is led by class teachers and supported by the headteacher.
- The Sex Education sessions will be introduced in the summer term, delivered to the Y5,6 children, delivered as two sessions-separate girls and boys session and a joint session, delivered using:

**The Busy Bodies resource to support the SRE programme. This can be found at [https://www.healthpromotion.ie/health/inner/busy\\_bodies](https://www.healthpromotion.ie/health/inner/busy_bodies).**

This resource cover the following areas

- What happens during puberty?
- How boys' bodies grow and develop during puberty
- How girls' bodies grow and develop during puberty and
- Enjoying growing up
- Making Babies (Year 6 only)

Research indicates the following aspects ensure the delivery of good quality SRE (key sources are the Sex Education Forum and Family Planning Association):

- Structured learning opportunities with consistent messages that are built on year by year
- Age and culturally appropriate SRE which starts in primary school
- Pupils involved in identifying their needs for their SRE curriculum
- Being provided within a learning environment that is safe
- Support for pupils to develop and clarify their individual, family and community values
- Preparing pupils for the physical and emotional changes of puberty and adolescence
- Supporting pupils to develop skills in communication, refusal and negotiation
- A range of sexualities are incorporated into an inclusive SRE curriculum
- Pupils learn about social norms and that the majority of young people do not have sexual relationships before the age of 16
- Good quality SRE has a protective function as young people who rated their SRE as good were more likely to choose to have first sex later, and are more likely to use condoms and contraception if they do have sex
- Young people need to be able to easily access sexual health and contraceptive services in places that are convenient to them, and be supported in their emotional development and self-esteem
- SRE is delivered by competent and confident educators who use active teaching and learning methods and provide opportunities for all pupils to engage with and discuss sensitive issues
- Stand alone days and special weeks may not provide the best platform for rigorous learning. Ofsted Personal Social Health and Economic education on schools July 2010 stated that "Schools that taught PSHE solely across the curriculum, through religious education or other subjects, 'suspended timetable' days or tutor groups usually allocated too little time to teaching PSHE education discretely. The result tended to be fragmented learning, too much variation in the quality of teaching, and a lack of clear learning objectives, outcomes and assessment".

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
- Provide regular opportunities for pupils to give and receive feedback on their progress and achievements, helping them to identify what they should do next
- 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

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- Reflect the principles of inclusion and the range of pupils learning styles enabling all pupils to demonstrate their achievement.

The school's Curriculum lead will be responsible for monitoring the provision of SRE in and for reporting the results to the Full Governors Body. The PSHCE co-ordinator is responsible for evaluating the programme of work, reporting the findings on an annual basis, and for making recommendations for changes to the programme.

### **Monitoring and Evaluation**

The SRE programme is regularly monitored and evaluated. The views of pupils, parents/carers and teachers are used to make changes and improvements to the programme on an ongoing basis. The policy will be formally reviewed every two years for the following purposes:

- To review and plan the content and delivery of the programme of study for sex and relationships education
- To review resources and renew as appropriate
- To update training in line with current guidance and staff identified needs

### **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. Children should feel able to ask questions that are puzzling them, this could be within a SRE session or privately.

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. The teacher may wish to discuss this with the Headteacher. If the Headteacher 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 PSHCE Co-ordinator**

The school has a co-ordinator for PSHCE who is responsible for all aspects of the subject including SRE. In respect of SRE, responsibilities are to:

- Ensure the implementation and quality of long term and medium term SRE schemes of work
- Ensure that all staff are confident in the skills to teach and discuss SRE issues
- Consider the needs of all pupils, and to achieve this recognise that the school might need to address some specific issues
- Consult with pupils to inform SRE provision
- Access appropriate training
- Monitor and advise on SRE organisation, planning and resource issues across the school
- Ensure procedures for assessment, monitoring and evaluation are included.
- Liaise with the named governor for SRE
- Liaise with any service provision to support aspects of sexual health
- Review / update the policy on a two year cycle or sooner if necessary.

### **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:

- Liaise with the PSHCE Co-ordinator
- 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.

Parents will be notified in writing of the programme and the content for SRE and reminded of their right to withdraw their children. Parents wanting to exercise this right are invited to see the

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Headteacher or PSHCE Co-ordinator who will explore their concerns. 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 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.

### **Additional guidance to inform a school's SRE policy**

#### **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.

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