



1839 + Bures School

Sex and Relationships (SRE) Education Policy

Bures CEVC Primary School Governing Body have agreed and adopted this policy as part of their on-going commitment in ensuring excellence and best practice is employed throughout the school.

Sex and Relationships Education (SRE) is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (Sex Education Forum 1999). 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.

The 1996 Education Act consolidates all relevant previous legislation and states that all primary schools must provide an up to date policy that describes the content and organisation of SRE provided outside the National Curriculum Science Order. The DfE Sex and Relationship Education Guidance (2000) support this legislation and recommends that all primary schools should have a sex and relationship education programme tailored to the age and physical and emotional maturity of the children.

Other related policies and documents include the PSHE & Citizenship policy, Anti-Bullying Policy, Drug Education Policy, Race Equality Policy and the Child Protection Policy.

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. To be accessible to all of these groups the document needs to be available on request and presented in a way that is easy to understand.

In delivering SRE the aim is to develop:

- Self-awareness and positive self-esteem;
- Confidence to have worthwhile and fulfilling relationships;
- Respect for the differences between people;
- Independence and responsibility.

Moral and Values Framework

The SRE programme at Bures 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 pupils with Special Educational Needs are given extra support from staff, as required.

The Role of Parents

It is our belief that parents play a key role in teaching their children about sex, relationships and growing up. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation. In promoting this objective we will:

- Seek to consult with parents about the Sex and Relationships Education Policy and practice.
- Invite parents to view materials used in the Sex and Relationships Education.
- Seek to answer any questions parents have about the Sex and Relationships education their child receives in school.
- Encourage parents to be involved in reviewing the school Policy and making modifications to it as necessary.

Content

In 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 identify and be able to talk to someone they trust (such as their class teacher, teaching assistant or the Head teacher). All staff are trained in procedures for safeguarding and follow guidelines set out in school with regards to reporting concerns to the Senior Designated Safeguarding Person (SDP) – in the case of Bures School this is the Head teacher.

In 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 wellbeing of others. Life processes are discussed including the physical changes that take place at puberty, why they happen and how to manage them. A range of materials are drawn upon to ensure SRE is delivered to all children throughout the school and is tailored to each child's needs and level of understanding.

Organisation

SRE should not be delivered in isolation but firmly embedded in all curriculum areas, including Science and Personal, Social Health Education (PSHE) and citizenship. At Bures School the *main* content is delivered in PSHE lessons. SRE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Active learning methods which involve children's full participation are used. Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of SRE in school, such as a visit from the School Nursing Team.

The Role of Visitors in regards to SRE

- Visitors are invited in to school because of the particular expertise or contribution they are able to make;
- All visitors are familiar with and understand the school's SRE policy and work within it;
- All input to Science and PSHE lessons are part of a planned programme and negotiated and agreed with staff in advance;
- All visitors are supervised/supported by a member of staff at all times;
- The input of visitors is monitored and evaluated by staff and pupils.

This evaluation informs future planning. Bures School believes in the importance of training for staff delivering SRE. Staff are encouraged to access appropriate training and support to help them deliver effective SRE.

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. Those parents/carers wishing to exercise this right are invited in to see the Head teacher 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.

Confidentiality

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 Senior Designated Person or Alternate SDP who may confer with the Head teacher before any decision is made. 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.

Child Protection

The school has a separate Child Protection Policy. Effective SRE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

Controversial and Sensitive Issues

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 different opinions.

Dealing with Questions

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil 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 Senior Designated Person if they are concerned.

Sexual Identity and Sexual Orientation

Bures School believes that SRE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context.

Dissemination

SRE policy is shared with all teaching and learning support staff during policy review, and is available to parents and all staff through the school website and is available from the PSHE leader on request from parents.

Assessing and Monitoring

The SRE policy is to be reviewed every 2 years and appropriate amendments to be made where needed. Information from staff, survey results and quantitative data will all feed in to the review of the SRE policy to ensure effectiveness and relevance.

Agreed at FGB 22.10.14

For Review 21.10.16