



Laurance Haines School

SRE Policy

Date of Governing Body approval:	8 th October 2015
Review:	October 2018
Signed:	
Roger Gibbs	Chair of Governing Body

Policy for Sex and Relationship Education

This policy is a statement of the aims, principles and strategies for teaching Sex and Relationship Education (SRE).

It was revised in Autumn Term 2002; approved in Spring 2003.

This policy takes into account DfEE Circular 5/94 and the Herts SIAS Guidance on SRE.

A definition of SRE:

SRE is lifelong learning about physical, moral and emotional development, embedded in a context that enhances the self-worth and confidence of each individual and encourages mutually respectful relationships and empathy for others.

It has three main elements:

Attitudes and values

- Recognition of the understanding of the value of family life, marriage, civil partnership and stable and loving relationships for the nurture of both children and adults.
- Respect for oneself and others, loving and being loved and caring for oneself and others.
- Exploring, considering and understanding moral dilemmas.
- Development of critical thinking skills as part of decision-making.

Personal and social skills

- Strengthening self-esteem and self-confidence through learning to understand and manage emotions and relationships confidently and sensitively and how to make choices based on an understanding of difference and without prejudice.
- Development of skills of choice and an understanding of the consequences of such choices are fundamental to decision-making, assertiveness, managing conflict and communication. All of these enable pupils to exercise personal responsibility to help avoid exploitation and abuse. There needs to be sensitivity as there may be pupils in the group who have been abused, or are carrying out abuse and do not recognise it as such.

Knowledge and understanding

- Learning and understanding about physical development at appropriate stages and dealing with issues of gender and stereotyping.
- Transmission of knowledge about reproduction, emotions and relationships.
- No-one's sexual orientation or type of sexual activity should be promoted.

SRE at Laurance Haines School

Sex education is best taught as part of a planned programme of personal social development which 'promotes the spiritual, moral, cultural, mental and physical

development of pupils at the school...and prepares such pupils for the opportunities, responsibilities, and experiences of adult life' (1988 Education Reform Act).

The ethos of Laurance Haines School encourages a positive, caring environment where self-knowledge and self-esteem are developed. SRE should be seen in the context of the whole curriculum, which enables pupils to develop good attitudes and values. It is an integral part of the learning process. Children should understand that positive, caring environments are essential for the development of a good self-image and that individuals are in charge of and responsible for their own bodies.

As a consensus, the Governors of Laurance Haines Primary School recognise their legal responsibilities and have decided that it is appropriate to offer SRE, other than that required by the school National Curriculum, in order to prepare pupils to cope with the physical and emotional challenges of growing up and give them an elementary understanding of human reproduction. The Governors believe that the teaching offered by the school is complementary and supportive to the role of parents.

This policy sets out the Governors' objectives for the teaching of SRE to:

- Acknowledge the sensitivity of this area of development;
- Give accurate and relevant information;
- Promote self-knowledge, self-respect and self-esteem;
- Enable the children to begin developing a personal moral code which will help them to make informed choices;
- Recognise the need for equality of opportunity;
- Make explicit the partnership with parents and the community.

SRE will:

- Take place within a moral context
- Respect the values and beliefs of the groups within the community
- Be provided by teachers in conjunction with the school nurse who is sensitive to the concerns and needs of the pupils and their families
- Be taught in a way which does not involve pupils answering personal questions or revealing private situations
- Ensure that pupils understand that they are being trusted to use information gained in lessons in a responsible way
- Recognise pupils' differing backgrounds and varying levels of physical and emotional maturity.

The SRE programme will:

- Take place in a supportive environment
- Use appropriate and quality teaching resources
- Present learning opportunities to allow consideration of attitudes, behaviour and acquisition of skills as well as knowledge
- Help to build children's self-esteem and self-confidence

- Be taught within a whole-school approach, through both the formal and informal curriculum
- Take account of the moral, religious, ethical and cultural dimension of the curriculum
- Cover the biological facts in order to inform and help children to develop a mature understanding in sexual matters, to explore feelings and responsibilities and encourage respect towards themselves and others
- Be given in such a manner as to encourage all pupils to have due regard to moral consideration and the values of family life
- Recognise that not all children will choose, wish or be able to be parents
- Be taught as part of the wider programme of health and personal social education within the school's curriculum
- Provide progression and continuity
- Ensure relevance
- Enable differentiation to take place
- Take account of the needs of the young people
- Take account of what the pupils already know and understand

The Organisation and Teaching of SRE

The people responsible for co-ordinating the planning and delivery of SRE are the **Science and PSHE Subject Leaders**, liaising with the Deputy Headteacher, who are responsible for:

- Monitoring, evaluating and developing the curriculum;
- Liaising with the Science Co-ordinator, Phase Leaders, Deputy/Headteacher and the Governors' Curriculum Committee and advising and supporting teaching staff;
- Providing alternative learning facilities for any children who have been withdrawn from sex education lessons by their parents;
- Organising and maintaining resources, in liaison with the Science Co-ordinator, which are stored, where relevant, with the Science, RE and PSHE resources;
- Where possible arranging for suitably qualified visiting speakers, eg School Nurse, Doctor, Health Visitor, Counsellor.

SRE will be taught by any member of the professional teaching staff in charge of his or her class of children at the relevant point in the curriculum as they will have established a climate of trust in which the pupils feel secure and confident. In Years 5 and 6, the School Nurse will deal with the more sensitive issues initially.

The non-National Curriculum elements will be planned for within the PSHE/Citizenship scheme of work and will be taught throughout Year 5 and 6 ensuring that children will be able to:

- Know about personal safety
- Develop skills to protect themselves and ask for help and support
- Understand the importance of valuing oneself and others
- Name parts of the body and describe how their bodies work

- Develop confidence in talking and listening about feelings and relationships; progressing to:
- Preparing for puberty
- Knowing there are different patterns of friendship
- Know there are different types of family group
- Exploring attitudes, beliefs and values
- The opportunity to deal with anxieties and misunderstandings arising from peers group or media comment.

Sex Education is not taught formally in Key Stage One but regularly arises in a number of ways:

- Planned topics which include an element of birth and growth, eg Beginnings, Ourselves, New Life
- Children's own experiences prompt discussion, eg the birth of a baby in the family
- Individual queries and questions from children

National Curriculum Science as it relates to SRE will mean that pupils are taught:

Key Stage 1

1.b that animals, including humans, move, feed, grow, use their senses and reproduce

2.a to recognise and compare the main external parts of the bodies of humans

2.f that humans and animals can produce off-spring and these grow into adults

4.a to recognise similarities and differences between themselves and other and treat others with sensitivity

Key Stage 2

1.a that the life processes common to humans and other animals include nutrition, growth and reproduction

2.f about the main stages of the human life cycle

The children are taught in their class or year bases as single or mixed-sex groups.

All children are entitled to the SRE Curriculum in line with our equal opportunities statement. For those children with SEN, differentiation will be used for the materials and a TA employed if appropriate.

Where questions are raised they are answered honestly, frankly, and sensitively according to the level of the children's ability to understand, bearing in mind the need for one-to-one discussion if necessary.

Right of Withdrawal

'Parents are key figures in helping their children to cope with the emotional and physical aspects of growing up... The teaching offered by schools should be complimentary and supportive to the role of parents...' (DfE circular 5/94_CPara7).

We want to reassure parents about our programme for SRE and the Headteacher and teaching staff will be able to allay any expressed anxieties through being open and receptive to parental views. No pressure will be put upon them.

Where parents wish to exert their right to withdrawal they may do so in writing to the Headteacher. This right does not apply to the National Curriculum elements of the programme, nor to discussion within other lessons outside the planned programme.

Parents are not required to give reason or to make alternative provision. The pupils who are withdrawn remain the responsibility of the school and will be placed in another class for the session. The school is aware that withdrawn children need to be treated sensitively so that such withdrawal does not result in inappropriate remarks by other children. The withdrawn children will undertake enjoyable, alternative activities so that their withdrawal is not deemed a punishment.

Parents will be informed a half term prior to when SRE is to be taught and invited to view the materials used. The class teachers that will be teaching SRE will be present to answer questions. A separate viewing for woman viewing will be put on by female teaching staff. Parents will be written to four weeks in advance, detailing the dates that SRE will be taught and informing them of their right to withdraw their children from these sessions. Parents will be written to again, one week in advance to remind them of the dates that SRE will be taught.

CONFIDENTIALITY:

Whilst generally respecting the children's wish for confidentiality, staff cannot give a total commitment to confidentiality. The information gained may have to be passed on to a senior member of staff and/or the Headteacher (Designated Senior Person for Child Protection). If in doubt the member of staff should inform the child that they have to refer the matter to a senior member of staff and/or the Headteacher. (See Child Protection Guidelines).

Specific Issues

- In order to take advantage of a range of expertise and resources, health professionals may be invited to work with the children.
- Children who behave in an inappropriate manner during the lesson will be dealt with in line with the school's behaviour management policy. If it is deemed that a child is preventing other children from receiving their entitlement, they will be removed from the session and their parents informed so that the relevant content may be taught at home.
- It is of paramount importance that we work with parents on this sensitive issue and stress the necessity of their close co-operation.
- All parents will receive notification of the policy's existence and will be invited to review it in school if they wish.
- All staff and governors will receive a copy of the policy.

- The policy is freely available on the school website and from the school office on request.

Staff Development

Initially, our school nurse will provide a role model to the Year 5 and 6 teachers in the more sensitive areas of SRE with a view to them taking a more leading role in following years and with further training.

The training and advice given will enable teacher to:

- Build trust and confidence within the classroom
- Negotiate clear parameters with the pupil for working
- Become more confident
- Understand and support the aims and rationale of the policy
- Be aware of the legal implications and their professional responsibilities
- Use a balanced range of teaching methods
- Deal with disclosure
- Understand procedures related to the SRE programme
- New teachers will have an experienced member of staff working alongside them.

Much of the above will be imparted through reading material, attending relevant courses and whole-staff training.

Letter 1

Dear Parents

Sex & Relationship Education (SRE)

The national Curriculum for Key Stage Two requires children to know:

- That the life processes common to humans and other animals include nutrition, growth and reproduction.
- About the main stages of the human life cycle.

In SRE, we plan to teach children about:

- Puberty and personal hygiene in Year 5.
- Puberty, personal hygiene, relationships and respect in Year 6.

We believe that parents are key figures in helping their children to cope with the emotional and physical aspects of growing up, and that the teaching offered by the school will be complementary and supportive to the role of parents.

You are consequently invited to attend an information evening about SRE at Laurance Haines School on (insert date) where you will be able to see the videos that the teachers propose to show their classes which are different to those used in previous years. *Parents of Year 4 children are invited to attend the meeting to see material that will be shown to their children when they are in Year 5.*

As a parent you have the right to withdraw your child from these SRE sessions. If you wish to do so, please **WRITE** to me. Parents are not required to give reasons. The pupils who are withdrawn remain the responsibility of the school and will be placed in another class for the session involved. The school is aware that withdrawn children need to be treated sensitively so that such withdrawal does not result in inappropriate remarks by other children.

This right does not apply to the National Curriculum elements of the programme, nor to discussion within other lessons outside the planned programme. Please feel free to contact me if you have any further questions.

Please complete and return the slip below (insert date) It can be handed to the class teacher who can then pass it on to me.

J Roach
Headteacher

I would / would not like to attend the SRE meeting on (insert date).

Child's Name _____

Parent Signature _____

Letter 2

To Parents of children in years 5 and 6

Dear Parents

Sex & Relationship Education (SRE)

SRE lessons for children in years 5 and 6 will begin next week. As a parent you have the right to withdraw your child from these SRE sessions. This letter is to remind you that if you do wish to withdraw your child from these lessons, you must **WRITE** to me if you have not already done so. Parents are not required to give reasons.

The pupils who are withdrawn remain the responsibility of the school and will be placed in another class for the session involved. The school is aware that withdrawn children need to be treated sensitively so that such withdrawal does not result in inappropriate remarks by other children.

This right does not apply to the National Curriculum elements of the programme, nor to discussion within other lessons outside the planned programme.

J Roach
Headteacher