



# **Sex and Relationships Education (SRE) Policy**

***Springfield is a Rights Respecting School.***

***Article 3- The best interests of the child must be a top priority in all actions concerning children.***

***Article 12 – Every child has the right to say what they think in all matters.***

***Article 28 – Every child has the right to an education.***

***Article 29 – Every child has the right to develop their personality, talents and abilities.***

## **What is sex and relationships education?**

Sex and relationships education (SRE) is learning about our bodies, health and relationships; with a particular focus on puberty and growing up, sexual health, sexual intimacy, dealing with emotions and managing personal relationships.

SRE is taught gradually, so that learning can be built up year-by-year in a way that is appropriate to the age and maturity of each child; responds to the needs they have, and enables them to successfully manage the challenges they face as they grow up.

SRE teaches children and young people to develop values and attitudes, learn personal and social skills, and increase their knowledge and understanding to enable them to make informed decisions and healthier life choices.

SRE makes an essential and significant contribution to safeguarding children and young people during their school-age years and into the future. SRE should enable young people to develop skills and confidence to access professional advice and appropriate health services. It enables children to understand their physical and emotional development and allows young people to take increasing responsibility for their own health and wellbeing and that of others.

## **Why sex and relationships education is important.**

Every parent and every school wants to see children grow up safely and be able as an adult to enjoy the positive benefits of loving, rewarding and responsible relationships, to be informed, comfortable with the changes during puberty and emotionally supported.

Parents play a vital role in providing the building blocks for healthy and fulfilling social and personal relationships while protecting their children and young people from harm. They should lead on instilling values, but schools have a clear role in giving young people accurate information and helping them to develop the skills they need to make safe and responsible choices.

## The legal position on SRE

Under current arrangements there are a number of statutory requirements on schools in respect of SRE. Head teachers and governing bodies are required by law to have regard to this guidance as follows:

- The Education and Inspections Act 2006 places schools under a duty to promote the well-being of their pupils.
- The Education Act, 1996, as amended by the Learning and Skills Act 2000, requires head teachers and governing bodies to ensure that pupils learn of the nature of marriage and its importance for family life and the bringing up of children, and that they are protected from unsuitable teaching and materials
- Schools must teach the statutory requirements of SRE within the National Curriculum Science Order for all phases. This includes the biological aspects of naming body parts, puberty, reproduction and infection avoidance
- All primary and secondary schools are required by section 404 of the Education Act 1996 to have an up- to- date policy for SRE. This includes special schools and pupil referral units / alternative provision. It is the responsibility of the school governors to ensure that the SRE policy is up-to-date and fit for purpose. The policy must be available for pupils and parents to see.
- Section 405 of the Education Act 1996 provides the right of parental withdrawal from all or part of SRE provided at school except for those parts included in the National Curriculum

## How SRE is taught at Springfield.

At Springfield SRE has three main elements

1. Values and Attitudes
2. Knowledge and Understanding
3. Personal and Social Skills

### Values and Attitudes

Because of the personal and social nature of the topics covered in SRE, **values and attitudes** are a central part of learning and moral development. There are clear values that underpin SRE including:

- Learn the value of respect, love and care
- Learn to value and respect ourselves and others
- Develop and understanding and valuing of diversity
- Promote a positive attitude to healthy lifestyle and keeping safe
- Develop an understanding of the value of family life and an appreciation of the many different types of family.

### **Knowledge and Understanding**

- to begin to recognise and name the main external parts of the body
- to begin to know the basic rules for keeping themselves safe and healthy
- to begin to know about human life processes such as birth
- to begin to know who can provide help and support.

As well as knowing facts, it is important that children and young people develop **personal and social skills** to make informed decisions and life choices, including:

### **Personal and Social Skills**

- Learn how to identify and manage emotions confidently and sensitively
- Develop self-respect and empathy for others
- Develop communication skills with peers, school and family
- Learn how to assess risk and to develop strategies for keeping safe
- Develop the ability to give and ask for help
- Develop an understanding of difference and an absence of prejudice

### **The Sex and Relationship Education Curriculum**

SRE is firmly rooted in our school's Science and PHSCE.

The SRE programme includes these elements of the statutory science curriculum.

### **National Curriculum Science Key Stage 1.**

1. That animals including humans, move, feed, grow, use their senses and reproduce.
2. To recognise and compare the main external parts of the body.
3. That humans and animals can produce offspring and these grow into adults.
4. To recognise similarities and differences between themselves and others and treat others with sensitivity.

### **PSHCE**

At Springfield we have a PSHCE programme that is taught to all children. The topics include:

Welcome - Learning how to relate to others and develop a positive self-image.

Getting On - Learning how some behaviour can be unkind to others.

Marvellous Me - Learning how to set own goals.

Wonderful World - Learning how to care for others e.g. pets

Community - Learning why we have rules.

Changes - Learning how to recognise change and how to deal with it.

New Beginnings - Learning to understand that people are special and how to describe their feelings.

Friendship - Learning to share, listen and work co-operatively.

Healthy Happy People - Learning about our bodies and how to stay healthy.

Perfect Planet - Learning how to look after our environment.

Out & About - Learning how to keep safe.

Moving On - Learning how to recognise how they have changed and prepare for the future.

SRE should be appropriate to the age and maturity of pupils. The relevant programmes of study for Science and PSHCE have been designed with the physical and emotional maturity of children and young people in mind and so provide a clear guide to teachers about what material should be covered in each key stage

### **Cross curricular links**

At Springfield there are also opportunities for making cross-curricular links more broadly, with English, drama, religious education, history and citizenship. Cross curricular activities are not a substitute for a planned SRE programme but they can enhance and reinforce learning. Elements of SRE taught across subjects are identified and documented and clear learning outcomes are identified.

**SEAL (Social & Emotional Aspects of Learning)** is a comprehensive programme for primary and secondary schools to develop the social and emotional skills of all pupils through a whole- school approach and across the curriculum. The skills are in five groupings:

- self-awareness
- managing feelings
- empathy
- motivation, and
- social skills

At Springfield a planned SEAL programme is delivered to the children in classes in small groups by the LSAs. This programme supports the PSHCE Scheme of Work and is ideal for working with specific groups of children. Learning Mentors support children for specific problems e.g. anxiety, bereavement, changes in family circumstances etc for definite periods of time.

There may be other opportunities such as assemblies or 'health days' to cover the content or develop the skills involved in the SRE programme, but these **one off events** will always be part of the planned programme.

Parents have a legal right to withdraw their children from SRE taught outside of the science national curriculum - but if they choose to withdraw their children from school provision they have a responsibility to provide alternative SRE

### **Inclusion**

Mainstream schools have a duty to ensure that children with special educational needs are properly included in SRE. It is important to recognise that there is a wide range of pupils who may need particular support because of their learning or physical disabilities or who have social and communication difficulties or other needs. SRE should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives.

At Springfield we ensure that pupils with special needs receive SRE. We do this by planning work in different ways in order to meet the individual needs of these children with special educational needs or learning difficulties.

Learning mentors and LSAs have a key role in the classroom to provide support for individuals and small groups of pupils. Effective teaching methods, including use of ground rules, distancing techniques and active learning help pupils to engage.

### **The Use of Outside Visitors**

Where outside visitors, including the school nurse, are involved in the support and/or delivery of SRE lessons, teachers must ensure that they are clear of their remit before the lesson. Outside visitors will be asked to abide by the school's child protection and confidentiality policies. The programme content of outside visitors should complement and contribute to the school's SRE programme. Under no circumstances should an outside visitor be left alone with a class or individual children, as this may compromise the school's position with regard to child protection and confidentiality issues.

### **Specific Issues**

- It is the responsibility of every member of staff to know and abide by the school's Child Protection procedures. If any member of staff has a concern about the safety of a pupil they **must** record their concerns and pass them on to the school's Child Protection Officer, The Head Teacher or Deputy.
- Confidentiality of young people cannot and must not be guaranteed by school staff

### **Selecting teaching materials for SRE**

A wide range of teaching materials for SRE have been produced nationally and locally, by voluntary sector agencies, commercial companies, local authorities and religious bodies such diocesan education authorities to enhance learning.

### **Checklist for selecting teaching materials / resources**

- Is the resource consistent with the values set out in the school SRE policy?
- Does the resource portray positive images of a range of children and young people?
- Does the resource show positive role models for girls and boys / women and men - and avoid stereotypes relating to gender and sexual orientation?
- Is the resource inclusive on the basis of home and family circumstance, gender, sexuality, race, faith, culture and disability?

- Is it appropriate for the age, ability and maturity of the children and young people?
- Does use of the resource fit into a planned and developmental programme of SRE?
- Have resources been evaluated by children and young people and feedback acted upon?
- Is it factually correct and up-to-date?
- Is the resource contemporary in terms of the realities of children and young people's lives?
- Does it encourage active and participatory learning?
- Is there a range of types of resource being used across the SRE programme including a variety of formats such as video, audio, visual, games, and models?
- Are teachers confident about using the resource?
- Will the resource be used in its entirety or will it be more appropriate to adapt it and select from it?

### **Assessment and Evaluation**

Both the policy and classroom delivery will be monitored and evaluated as part of the work that the curriculum group undertake.

**March 2016**