



Heacham Junior School SRE Policy

Sex and Relationship Education Policy

- **School:** Heacham Junior School
- **Date of Policy:** Spring 2016
- **Member/s of staff responsible:** Mrs N. Darley
- **Next review date:** Spring 2018

What is SRE?

Sex and Relationships Education aims to give children and young people:

- self esteem
- skills for successful relationships
- emotional literacy
- the ability to make informed choices and minimise risk
- the ability to keep themselves and other people safe
- the opportunity to explore their own attitudes, values and beliefs and develop an individual moral code that will guide their actions.
- a discerning eye for the messages they receive from the media
- the ability to access help and support
- a positive attitude towards their body and sexuality

Effective SRE is embedded in the school curriculum (particularly PSHE) and ethos.

Description of the policy formation and consultation process

Pupils

In the formation of this revised policy, pupils were consulted about their SRE needs by means of discussion, and a questionnaire.

Parents

Parents were consulted on their views and the content of the SRE programme by questionnaire. Most parents were found to be very supportive of SRE taught in school.

School Staff (including governors)

Teaching and non-teaching staff were consulted during inset by means of discussion.

The consultation process has aimed to involve the whole school community.

The views were taken into account when developing both the SRE policy and programme.

Reasons for Review

It was considered that during the review of the policy, it would be necessary to focus on how well the school supported factual information with opportunities for pupils to develop life skills and explore their own and other people's opinions and values. Also, it was considered necessary to review the level of explicitness of the programme due to the change in the amount of SRE pupils are exposed to by the media and other sources.

Sex and Relationship Education Guidance

This policy acknowledges the guidance given in the DfEE 0116/2000 Sex and Relationship Education.

Aims and Objectives of the SRE Policy

Role and nature of sex and relationships education.

SRE aims to equip all pupils with accurate, unbiased knowledge about sex and relationships and give pupils the opportunity to acquire life skills that will help pupils make good use of this knowledge. It will also give pupils opportunities to explore and respect their own and others' opinions, attitudes and values to help pupils develop their own, individual moral framework. For the pupils that pass through our school we felt the following aims for SRE were particularly important:

- Pupils with better relationship skills
- Pupils prepared for the changes of puberty and that have a good knowledge of their own bodies.
- Pupils with an understanding of prejudice and its negative effects
- Pupils that are capable of seeking help and advice when they need to
- Pupils able to express how they feel
- Pupils that are aware of and have challenged the messages they receive from the media
- Pupils that are aware of the right they have over their own body
- Pupils able to make positive informed choices (that reduce risk)

The SRE programme ensures that pupils will revisit topics so they build upon their existing knowledge and skills throughout the school. It is aimed that SRE is taught through active learning activities as often as possible. Wherever possible, parental involvement in SRE is to be encouraged.

The aim of the policy.

The aim of this policy is to provide a working document that gives clear framework within which staff will feel secure to work in.

Moral and Values framework

Our school believes that SRE should be delivered within the following moral framework. Our programme promotes:

- self respect and respect for others
- respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality.
- taking account of other people's feelings.
- mutual support and co-operation.
- accepting the responsibility for the consequences of our own actions

- not imposing our views on other people.
- the right not to be abused by other people or taken advantage of.
- the right to accurate information about sex and relationship issues

Equal Opportunities Statement

Our SRE programme aims to be inclusive of all regardless of gender, race, religion, colour, language, culture, social circumstances, appearance, sexuality, ability or disability..etc.

Our SRE programme responds to the needs of individual pupils and takes pupils, cultures, faiths and family backgrounds into consideration.

Content/Learning Objectives of the SRE programme

From Year 4 onwards, the main focus is on preparing pupils for puberty and the emotions involved in such a major change.

Throughout the programme, pupils 'practise' life skills such as assertiveness, self awareness, decision making and consider all aspects of relationships and what affects them and also provides many opportunities for pupils to explore their own and others' attitudes, values and opinions on a variety of issues.

How the content has been decided.

The content was decided in consultation with parents, governors, staff and pupils. However, ultimately, the staff agreed on the content of the final programme and it was reached by consensus. Consideration of the pupils' social, physical and emotional maturity was considered during the development of the programme.

Here is an brief outline of what is covered in each Year Group.

Year 3 & 4

Ourselves: basic information on the human body and keeping ourselves healthy.

Year 5 (a specific SRE programme)

Ourselves, emotions, confidence, friendships and friendly behaviour, celebrating differences, communication skills, naming external body parts, a simple look at pregnancy and birth, self awareness, self esteem development, consequences of behaviour, feelings, babies, keeping ourselves safe, a simple look at the changes of puberty, challenging sexual stereotyping.

Friendships and other relationships, changing responsibilities, changes of puberty, diversity, respect for others, emotions and self awareness. Changes of puberty, reproduction, prejudice, decision making, stereotypes, different relationships, dealing with problems, challenging media messages.

Year 6 – reinforcement of the above.

Organisation of the SRE Programme.

The headteacher and the PHSE coordinator have coordinated the SRE programme following inset with the staff. The school has also appointed a governor with responsibilities for PSHE.

SRE is found in science, RE, Literacy and during assemblies. It is also delivered in PHSE lessons to ensure a comprehensive coverage.

The teaching methods.

Ground rules will be developed during SRE lessons based on respect. The only additional considerations specific to SRE ground rules (as opposed to basic class rules) will be a need to prevent personal questions and the need to explain to children that if a teacher suspects that they or anyone else is at risk from harm, then they will need to tell another adult.

Active learning techniques such as role play, games, and paired and group discussion are used in the teaching of SRE as much as possible. Pupils will also be given many opportunities to reflect on what they have learnt in SRE lessons.

As far as possible, to prevent stigmatisation of any group of people or any life choices, the pro-choice approach to PSHE and SRE is adopted. This means that every issue is presented in terms of, 'some people ...and others ...let's explore the effect these choices might have on a person's life.'

Mixed and single gender groups.

SRE is delivered mainly in mixed sex groups. During lessons on puberty, both boys and girls cover the same material. There may also be opportunities for single sex sessions to enable pupils to ask specific questions relating to their own gender.

How the resources were selected

The PSHE co-ordinator, guided by advice from the LA SRE advisor, thoroughly reviews any potential resource to ensure that there is no stereotyping, bias or prejudice and that they are suitable for the age group of the audience.

Evaluation of the SRE Programme

Evaluation of topics will be used to adjust the programme in future reviews. The PSHE coordinator monitors SRE by conducting pupil interviews, questionnaires and reviewing of planning .

How liaison with secondary schools will happen.

The majority of pupils in this school attend Smithdon High after attending this school. There is good communication between this school and Smithdon High with annual meetings with Year 7 staff.

Dealing with sex-related pastoral incidents

All staff have received training in dealing with sex-related pastoral incidents. Staff know that in dealing with any incident they:

- Don't rush into anything
- Don't panic
- Assess the seriousness of the situation sensitively and sensibly, take everything into account but don't exaggerate or overreact.
- Keep the welfare of the children as the focus.
- Consider the full range of options
- Consider and anticipate both the positive and negative consequences of the teacher's actions.
- Consult, and get support from, other colleagues.
- If necessary, refer to experts such as education welfare officers, social workers or educational psychologists.
- Challenge any homophobic or sexist comments immediately.

Specific Issues Statements

Language

During all SRE lessons, the correct terms for all body parts and functions will be used.

Using visitors to deliver SRE

External staff or parents are occasionally used to deliver aspects of SRE but as their availability cannot be relied upon, the SRE programme is taught with no assumption of support from external speakers.

Whenever an external visitor is going to deliver a lesson or activity that is related to SRE, we encourage a planning session with the speaker and a member of the teaching staff to ensure that the input will be worthwhile and also to check the suitability of the content. All visitors are made aware of the SRE policy and all lessons are evaluated by staff.

- **Confidentiality**

Pupils' confidentiality is respected in all SRE lessons and pupils are made aware of the fact that what they say in SRE lessons will not be repeated to anyone else unless a member of staff suspects that the child or anyone else is at risk from harm. See the schools Confidentiality Policy for further details.

- **Informing parents/carers and parents right to withdraw their child**

Before each year group embarks upon its explicit SRE programme in Year 5, parents are informed by letter of their right to withdraw their child from SRE lessons and given an overview of the topics the child will be covering. Parents are also reminded that they can have a copy of the school's SRE Policy on request, from the school office or via the school website. Parents are also told that they can request to view all teaching resources that will be used in the delivery of their child's SRE.

- **Procedures for pupils who are withdrawn from sessions**

Provision is made for pupils whose parents wish their child to be removed from SRE lessons to work in another classroom while their class' SRE is being delivered.

- **Child Protection Procedures**

The school has an appointed member of staff who is responsible for child protection procedures. If a teacher suspects that a child is at risk from harm or neglect, they need to inform this person and record any evidence that supports their concerns.

As part of SRE ground rules teachers need to make it clear to pupils that if they suspect that anyone is at risk from harm, they will need to tell another adult.

- **Pupils' Access to Help and Support**

In SRE lessons and assemblies, pupils are reminded that if they ever find themselves where something is happening that they feel they cannot do anything about, they are to keep finding an adult to tell until someone does something to help with the situation.

The school has an information point near the main foyer of the school where childline posters and information about any agencies that support the welfare and health of children, are displayed. Any relevant leaflets will also be available.

Girls who start their periods at school are supported by the office staff. The office staff will provide sanitary protection and be sensitive to the amount of support the individual seems to require.

- **The approach to potentially controversial and sensitive issues.**

All staff are aware that everyone has views on SRE related issues. However, while it is respected that everyone has the right to their own viewpoint, all SRE issues are taught without bias. Topics are presented in a way that considers all viewpoints so that pupils are able to form their own, informed opinions but are also encouraged to respect the fact that others may have quite different viewpoints. Viewpoints that have a negative impact upon another person or group of people such as prejudice are always challenged.

- **Dealing with sexually explicit questions**

After discussions with parents, governors and staff the following policy was decided on for dealing with sexually explicit questions during SRE lessons:

- It will be made clear to pupils, by means of ground rules, that personal questions should never be asked by pupils or the teacher.
- A question box will be provided for pupils to put questions into for the duration of the SRE lessons. This questions box can also be used as a 'buffer zone' for any questions that arise in lesson time that the teacher does not want to answer 'on the spot'. Questions can be answered for the whole class, individually or not at all – at the discretion of the teacher.
- Pupils will be told that during any SRE lesson, only questions that relate directly to the SRE lesson being covered will be answered. Any other questions should be placed in the questions box.

- If several children start to ask questions about a particular topic (perhaps due to media coverage) then the SRE programme can be adapted to deal with this issue so as to prevent pupils from becoming misinformed or receive biased information.
- If the child shows inappropriate sexual knowledge, child protection procedures would be consulted.
- If a pupil asks a question relating to SRE issues at any other time, if the question is related to the SRE covered in the child's year group, the child will be told that they will learn the answer in SRE. If not, it will be suggested that the child asks his or her parents/carers.

- **Teachers' Embarrassment**

If a member of staff is extremely uncomfortable teaching SRE then provision will be made for another teacher that is known to the children to deliver the SRE. This would usually be accommodated by the teacher from the parallel class taking the SRE. The school feels that this course of action is justified as the member of staff that is uncomfortable with SRE is unlikely to do an effective job or to give positive messages about sexuality and/or body functions.

Dissemination of the policy

Staff at the school have actively been involved in reaching consensus on the content of the SRE policy and are aware of its content through discussion of the final draft. Parents have been invited to view the policy and a copy is always available for parents on request or on the school website. Parents/carers will be kept informed of any developments or opportunities in SRE. Governors have responsibility to the SRE policy production and have been involved in the reviewing process throughout, with updates and discussions happening during governors' meetings.

Arrangements for Monitoring and Evaluation

The PSHE co-ordinator will be responsible for reacting to the responses of the whole school community to the SRE policy and programme which will be investigated every two or three years by means of a questionnaire, for parents and less formal methods for pupils.