

The Raglan Schools

*A Federation of Raglan Infant
and Junior Schools*



SRE Policy

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RAGLAN SCHOOL SRE POLICY

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1.0 RATIONALE

At Raglan Sex education provides an understanding 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. It is lifelong learning about physical, moral and emotional development. Our programme provides information, which is relevant and appropriate to the age and maturity of the children, taking into account social and religious concerns. Children are taught how their bodies work, are prepared for puberty, and about sexual relationships they may have in the future. It is an understanding of the importance of stable and loving relationships, respect, love and care.

1.2 POLICY FORMATION AND CONSULTATION PROCESS

The Well-Being leader has overall responsibility for the sex and relationships education policy.

The following stages were undertaken:

- the process for reviewing this policy was agreed at a governors meeting in June 2015
- consultation has taken place with health professionals and staff
- safeguarding is an integral part of our policy

1.3 LEGAL REQUIREMENTS

SRE will contribute to the requirements of section 1 of the 1988 Education Reform Act and the school curriculum should be one which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and
- Prepares such pupils for the opportunities, responsibilities and experiences of adult life
- Under the 1993 Education Act pupils can be withdrawn by their parents, from part of the programme that is outside the compulsory elements of in the National Science Curriculum.
- Makes particular reference to the following objectives:
 - Children and Young People are physically healthy
 - Children and Young People are mentally and emotionally healthy
 - Children and Young People are sexually healthy
 - Children and Young People live healthy lifestyles
 - Children and Young People are safe from maltreatment, neglect, violence and sexual exploitation
 - Children and Young People develop positive relationships and choose not to bully or discriminate
 - Children and Young People develop self-confidence and successfully deal with significant life changes and challenges
 - Children and Young People engage in law-abiding and positive behaviour in and out of school

2.0 AIMS OF SEX AND RELATIONSHIPS EDUCATION

Raglan School believes that in this school will be developmental and a foundation for further development in the secondary school.

The school will work towards these aims in partnership with the parents. The aim of the policy is to clarify the content and manner in which SRE will be delivered in this school.

Other school policies which have relevance to sex and relationships education are:

- Equal Opportunities
- Behaviour/ Anti-bullying

- Child Protection/Safeguarding
- Special Educational Needs and
- Looked After Children
- Teaching and Learning
- Drugs Education and Incident Management
- PDWB and Citizenship
- Race Equality
- Science
- RE

2.1 MORAL AND VALUES FRAMEWORK

The School recognises that it is a moral body in its own right. As part of the whole curriculum the school seeks to explore issues of right and wrong. The school recognizes that SRE is fraught with certain difficulties and whilst it acknowledges different lifestyle choices, it promotes a view that stable loving relationships are the best context for sexual relationships and the bringing up of children.

2.3 EQUAL OPPORTUNITIES

Raglan School is committed to working towards equal opportunities in all aspects of school life. All resources used will support this commitment.

3.0 CONTENT

The school recognises that SRE must be taught at both Key Stages. At primary school level SRE should contribute to the foundation of PDWB and citizenship by ensuring that all children:

- develop confidence in talking, listening and thinking about feelings and relationships;
- are able to name parts of the body and describe how their bodies work;
- can protect themselves and ask for help and support; and
- are prepared for puberty

The content of the School's SRE programme is based on the National Curriculum Science programme and the non-statutory guidance for PSHE/C. Here is a summary of the content:

3.1 NATIONAL CURRICULUM SCIENCE

Early Years

SRE is always age appropriate and begins with Early Years. Here is a summary:

- 1) Children learn how to work and play together as well as forming relationships with others in the school.
- 2) Children learn to respect difference between others and themselves.
- 3) Through our fundraising events they begin to learn about differences globally and that they can contribute and make a difference.
- 4) Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
- 5) They manage their own basic hygiene needs successfully

Key Stage 1

- 1) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- 2) notice that animals, including humans, have offspring which grow into adults
- 3) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
- 4) to recognize similarities and differences between themselves and others and treat others with sensitivity

Key Stage 2

- 1) describe the life process of reproduction in some plants and animals
- 2) describe the changes as humans develop to old age
- 3) recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- 4) recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

3.2 PDWB Scheme of work

SRE is also taught within The Cambridgeshire Primary Personal Development Programme through the strands 'Myself and My Relationships' and 'Healthy and Safer Lifestyles'.

Foundation Stage

- 1) My body and growing up
- 2) Keeping safe
- 3) Healthy Lifestyles

Key Stage One and Key Stage Two

- 1) Sex and Relationships Education
- 2) Managing risk
- 3) Safety Contexts
- 4) Healthy Lifestyles
- 5) My body and growing up
- 6) Keeping safe
- 7) Personal safety

3.3 DELIVERY OF SRE

All teachers are responsible for teaching about and modeling good relationships within the School. Much of the general work in the school is based on good relationships and in this regard SRE is supported by the School's behaviour management policy. It is also the responsibility of the whole staff to deliver the National Curriculum science programme and PDWB curriculum.

3.4 TEACHING AND RESOURCING

In the delivery of SRE teachers will use a variety of teaching methods and resources. The following are recognized methods for the effective delivery of SRE:

- Discussion
- Drama and role-play
- Research and presentation
- Video from School Nurse
- Use of outside health professionals

Teachers will also use other teaching methods to enable pupils to learn about SRE, which are age appropriate, taking into account the developmental needs of individual pupils.

Boys and Girls will mainly be taught together in class, but may be split up afterwards for separate follow-up discussion with the class teachers or the School Nurse.

Parents are invited into school to view the resources used by the school before the children have access to them.

3.5 DEALING WITH SENSITIVE ISSUES

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about SRE. The following are protocols for discussion based lessons with Pupils:

- no one (teacher or pupil) will have to answer a personal question;
- no one will be forced to take part in discussions;

- children will be given an opportunity to ask questions anonymously
- only the correct names for body parts will be used;
- meanings of words will be explained in a sensible and factual way; and
- teachers may use their discretion in responding to questions and may say that the appropriate person to answer the question is the parent.

Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow the School's Child Protection Policy.

4.0 PROVISION FOR PUBERTAL PUPILS

Sanitary Disposal Units are located in the cubicles of the Year 5 and 6 girls' toilets. Girls requiring sanitary protection should go to the School Welfare Officer.

5.0 PARENTAL RIGHT TO WITHDRAW FROM SRE

Parents have the right to withdraw their children from SRE that falls outside the National curriculum science programme. If a child is withdrawn, this should be done in writing to the school. If it is not possible to accommodate their needs the child will be withdrawn from the SRE lesson and placed in another class where suitable work and supervision will be provided. A copy of this policy will be made available to all parents who request it.

6.0 HIV/AIDS POLICY

The school follows the procedure outlined by Enfield with regard for supporting pupils or staff infected or affected by HIV/AIDS.

7.0 COMPLAINTS PROCEDURE

Any complaints about the Programme should be made to the Head who will report the concerns to the governing body.

8.0 DISSEMINATION OF THE POLICY

All staff members and governors will have access to this policy. A short summary of this policy will be included in the school prospectus. The policy is published on the school's website.

9.0 ASSESSMENT AND RECORDING

Teachers assess the children's work in both by making informal judgments' as they observe them during lessons and by doing formal assessments of their work, measured against the specific learning objectives set out in the National Curriculum. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage.

9.1 MONITORING AND EVALUATING SRE

A nominated governor has a link role between the School and the governing body. The leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the teaching of SRE, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school.

The subject leader is also responsible for giving the Headteacher an annual summary report, evaluating strengths and areas for development in the subject. We allocate special time for our subject leader to enable them to fulfill this role by reviewing samples of children's work and visiting classes to observe teaching in the subject to evaluate the effectiveness of the school programme and resources.

The subject leader is also responsible for organising visitors to the School to support the effective teaching of SRE.