



**DULWICH
WOOD**
PRIMARY SCHOOL

Sex and Relationships Education Policy (SRE Policy)

This policy was written in February 2015 and consultation was carried out with staff, pupils, parents and governors. It will be reviewed annually.

1. School Background Information

Type of School: Primary

Healthy School Scheme: Working towards Silver accreditation (Summer 2019)

Number on roll: 329

No. of classes in year: 2 Form Entry (Reception – Year 6)

Ethnic Breakdown Main Groups: White British 25% , Black African 19%, Any other White Background 7%

Gender: Male - 169 Female - 160

2. Key contacts

SRE Lead: Helen Jary

Lead Governor: Sandra Potter

3. Purpose of SRE Policy

This policy has been written as a statutory requirement and to:

- Give clear guidance to staff and outside visitors about the content, organisation and approach to teaching SRE
- Give information to parents and carers about what is taught and when
- Give parents and carers information about their involvement with SRE
- Give a clear statement on what the school aims to achieve from SRE and why it thinks SRE is important
- Clarify the content and manner in which SRE is delivered

4. How the Policy was developed

This policy was developed as part of their statutory responsibility by the DHT and Chair of Governors in consultation with pupils (school council), staff, parents /carers and wider community partners including the School Nurse and two local religious leaders and the Southwark Lead Teacher for PHSE.

5. Definition of SRE

SRE is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. SRE has a key part to play in the personal, social, moral and spiritual development of young people. It begins informally in the home with parents and carers long before any formal education takes place at school. Young people's entitlement to SRE is enshrined in the terms of the Education Act (1996).

The DfES Guidance 2000 offered this definition: "SRE is the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity."

The National Sex Education Forum highlighted that SRE also involves:

- Acquiring information
- Developing skills
- Forming positive beliefs and attitudes

6. Aims of SRE programme for children

Develop confidence to talk, listen and think about feelings and relationships

- Address concerns and correct misunderstandings and be able to protect themselves and ask for help
- Develop skills to make and maintain positive relationships
- Develop positive attitudes and values and respect differences in opinions
- Develop a positive self-image and high self esteem
- Gain accurate knowledge and understanding about sexuality and relationships
- Develop personal responsibility for one's actions
- Know where to get confidential advice and support

7. Moral and Values framework

SRE will be delivered within the school's agreed aims, values and moral framework which is sensitive to the needs and beliefs of pupils, parents / carers and other members of the school community. This will be delivered within the school's agreed equal opportunities framework.

Sex and Relationships Education (SRE) supports and guides children and young people in life long learning about relationships, emotions, the human biology of sex and sexuality. Along with parents and carers, we help our young people to understand and manage their physical and emotional development and begin prepare for the decisions to be made in adult life.

We believe that pupils should have accurate information that relates to their needs. They need help to explore their own feelings and attitudes, and those of society, in order to develop values on which to base decisions about relationships. They need to learn the communication skills necessary to help them take increasing responsibility for their own sexual behaviour.

SRE will, as far as possible, support the importance of stable relationships, for family life and bringing up children. Care is taken to ensure there is no stigmatisation of children based on their different home circumstances.

Thinking about morals and values also includes:

- Respect for self and others
- Non-exploitation in relationships
- Commitment, trust and love within relationships
- Honesty with self and others
- Self awareness
- Exploration of rights, duties and responsibilities
- Understanding diversity regarding religion, culture and sexual orientation
- The age of consent and the law

8. Content and Organisation of the Programme

Timetable allocation

Reception and KS1, Y5 part of Science Curriculum 1 hour a week (second half Spring term) Summer Term at least 3 discreet lessons 50 minute lessons

Groupings

Whole Class, except in Y6 where parts of puberty lessons may be taught in single sex groupings. NB both Boys/Girls will have the same information.

Staff Involved

The lessons will be delivered by the class teacher /SRE Coordinator / other outside visitors. It is important to note that where outside visitors help to deliver SRE they are not there to replace teachers but to enrich existing programs by supporting the school.

Where taught:

Dedicated PSHE lessons/ Subject specific e.g. Science and RE/ Assemblies/Special events e.g. Health Weeks

How taught: Teachers will set a group agreement with pupils to ensure that an atmosphere is created where pupils feel able to discuss concerns, feeling and relationships

- It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner and not disregarded. The form in which these questions are addressed may be in group activities, or on a one-to-one basis, as appropriate.
- Where possible the school nurse backs up information on puberty seeing both the boys and the girls separately in single sex sessions. Working with the co-ordinator this provides extra special time for single gender group work. She/he also provides links with primary care services.
- Resources will be assessed to ensure that they are appropriate to the age and maturity of pupils. They will take into account equality of opportunity through their use of language, cultural attitudes and images, avoiding stereotyping, racism and sexism.
- In every section of the course a variety of teaching and learning styles are used including videos, information sheets, pamphlets, textbooks, visual aids and models, games, role-play, interactive CD ROMS, the Internet and visits by theatre groups.
- SEAL Materials, All about Us, Living and Growing (SRE Channel 4 DVD 5-11yr olds) and Christopher Winter Programme will be used across the School. However, it will be at the SRE coordinators discretion (depending on the needs and maturity of the class), in conjunction with the Parents whether all the information is shared with pupils at the ARE stipulated.

9. Confidentiality Statement

The school will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents or carers and are provided with support to do so.

The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work within the school's confidentiality policy agreed procedure for recording and reporting disclosures and the nature of access to this information.

10. Assessing SRE and Monitoring the Programme

The SRE Lead will be responsible for:

- Ensuring the policy and programmes are implemented as agreed
- Supporting staff to assess pupils progress
- Recommending targets for whole school development
- Evaluation of the programme will be made by assessing, the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained. Review forms part of the content and is an ongoing process. The views of pupils, staff and parents will be sought and taken into account as the programme develops and changes.

11. Teachers' Responsibilities

To reassure parents/carers, pupils and governors that the personal beliefs and attitudes of teachers will not influence the teaching of SRE, all those contributing to the programme are expected to work within the aims listed above.

12. Training staff to deliver SRE

It is important that staff delivering SRE work within the values framework of this policy and feel confident, skilled and knowledgeable to deliver effective SRE. Continuing professional development will be provided through a range of options: individual study and development/ in-house CPD/ external training courses. Training could include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practicing a variety of teaching methods
- Facilitating group discussions
- Involving pupils in their own learning
- Managing sensitive issues

13. Working with Parents/Carers and Child Withdrawal Procedures

On entry to the school, parents are invited to read the SRE policy. This helps to establish consultation and a partnership with parents, which reinforces the dual responsibility for SRE learning. Parents are kept informed about the content of the programme. Section 405 of the Education Act 1996, which consolidates previous Education Act gives parents the right to withdraw their children from any or all parts of a school's programme of sex education - where it is not part of the National Curriculum.

We place the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education, including sexual matters. We do our best to find out from them any religious or cultural views they may have which may affect the PSHE they wish to be given to their children, although we would consider carefully any request that compromised our equal opportunities policy.

We will take every opportunity to inform and involve parents/carers:

1. By making our commitment clear in the school handbook/brochure
2. By inviting parents/carers to discuss personal development when their child enters the school
3. By inviting parents/carers to a meeting to discuss SRE in the school.

Parents have a right to withdraw their children from SRE lessons, although not those elements included in the National Curriculum Orders for Science, or any other part of the National Curriculum. If a parent wishes to withdraw their child from SRE lessons or has any concerns or worries about provision, we ask that they discuss it with the SRE coordinator or the Head Teacher. If it is agreed that they will be withdrawn from lessons an arrangement will be made as to what they will do in this time.

We should like to make clear that even when a pupil has been withdrawn from SRE lessons, if the pupil should ask questions at other times, these questions would be answered honestly by staff.

14. Working with the Wider Community

The following individuals were consulted in the development of this policy:

School nurse, Chair of Governors, Southwark PHSE adviser, Parents/Carers and 2 local religious leaders

15. Disseminating and Monitoring the SRE Policy

A copy of this policy will be supplied to all staff and governors and it will be on the school system under current policies. A full hard copy will be made freely available to parents on request and it will be on the school website Parents section. Copies will also be supplied to other professionals whose work relates to SRE or who may be involved in its delivery.

Frequency of monitoring	yearly
Review to reflect current good practice	ongoing
Review to reflect new legislation	January 2019
Date of next review	January 2020