

Marus Bridge Primary School

SRE Policy

Sex and Relationship Policy

- School: Marus Bridge Primary
- Member/s of staff responsible: Mrs Alison Atkinson

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.

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 overall 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.
- the right of people to hold their own views within a framework of respect for others.
- 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. Pupils with special educational needs are given extra SRE support by SEN staff.

Content/Learning Objectives of the SRE programme

A scheme of work detailing the content of SRE is available.

In Key Stage 2 the main focus is on preparing pupils for puberty and the emotions involved in such a major change.

Throughout the programme, pupils 'practice' 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.

Consideration of the pupils' social, physical and emotional maturity was considered during the development of the programme.

Here is a brief outline of what is covered.

Progression and continuity are built into the programme from Reception to Year 6 covering the following issues as the children go through school.

Myself as an individual

- Loving, caring and supportive relationships and family life
- Exploring and expressing feelings and emotions
- Who cares for me?
- Secrets
- Promoting self-image

Myself and my friends

- Friends and friendships
- Keeping safe
- Feelings

Myself and the wider community

- Living and working together
- Safety
- Similarities and differences
- Valuing
- Celebrating the fact that everyone is unique

Family patterns

- Identifying key members of a family and special people in life

- Describing the different roles of individuals in a family
- Knowing there are different types of family
- Distinguishing between family and friendly relationships
- Life cycles, birth, parenthood, childhood and adulthood

Family responsibility

- Birth and marriage
- Parental care
- Family units
- Working and playing together

Family emotions

- Identifying, discussing and expressing emotions
- Exploring parental love
- Understanding loss and separation
- Interpreting visual signs of emotion

Growth and development

Self-awareness

- Myself as an individual
- Gender issues
- Stereotypes
- Physical and emotional change
- Exploring developing responsibility

Physical change

- Understanding life cycles
- Charting growth
- Exploring change
- Looking after my body
- Changes in puberty Yr 5/6 only

- Sexual reproduction

New life

- New life
- Conception and birth Yr 6 only
- Care and responsibility

Organisation of the SRE Programme.

SRE is delivered predominantly in PHSE lessons to ensure a comprehensive coverage. However, consolidation and extension of SRE is found in science, RE, Literacy and during assemblies. Circle time is also used to deliver SRE (and PSHE) and this occurs in all classes once a week.

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 circle time, role play, games, prioritising exercises, paired and group discussion, interviewing and presentations, 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.

Most of SRE is delivered in mixed sex groups. However during lessons on puberty, both boys and girls cover the same material but are then given opportunities to discuss what has been covered in single sex groups where they might feel more comfortable doing so.

How the resources were selected

The PSHE co-ordinator 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 with the help of Wigan PSHE&C Team.

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 (school nurses) 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.

The visitor will also be supervised by a member of staff at all times.

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, 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. 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 in the hall of the school where Child line 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.

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

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 while the SRE programme is being delivered and the pupils will be told that if there are any questions considered too explicit for that age group, they would not be answered. The judgement about which questions could or could not be answered would be based on whether or not it was closely relevant to the programme the school has decided upon.
- 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 are invited to view the policy and a copy is always available for parents in the school office. Parents/carers will be kept informed of any developments or opportunities in SRE. Governors have responsibility to the SRE

policy production and will be 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.