

Ore Village Primary Academy



Sex and Relationship Education Policy

Ratified by governors: Apr 2017
Review: April 2018

Sex and Relationship Education Policy (SRE)

SRE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (Sex Education Forum 1999).

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

The 1996 Education Act consolidates all relevant previous legislation and states that all primary schools must provide an up to date policy that describes the content and organisation of SRE provided outside the National Curriculum Science Order. The DfEE Sex and Relationship Education Guidance (2000) supports this legislation and recommends that all primary schools should have a sex and relationship education programme tailored to the age and physical and emotional maturity of the children.

Other related policies and documents include the PSHE & Citizenship policy, Anti-Bullying Policy, Drug Education Policy and the Child Protection Policy.

Aims and Objectives

This policy is a working document which provides guidance and information on all aspects of SRE in the academy for staff, parents/carers and governors. To be accessible to all of these groups the document needs to be available on request and presented in a way that is easy to understand.

Moral and Values Framework

The SRE programme at OVPA reflects the academy ethos and demonstrates and encourages the following values:

- Respect for self;
- Respect for others;
- Responsibility for their own actions;
- Responsibility for their family, friends, schools and wider community.

Equal Opportunities Statement

The academy is committed to the provision of SRE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support from SEN staff.

Content

In Key stage 1 pupils learn to recognise similarities and differences between themselves and others, identify and share their feelings with each other, recognise safe and unsafe situations and identify and be able to talk to someone they trust (such as their class teacher, teaching assistant or the academy's pupil support advisor). All staff are trained in procedures for safeguarding and follow guidelines set out in school with regards to reporting concerns to the Child Protection Officer – in the case of OVPA, the Inclusions Manager.

In Key stage 2 pupils learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs.

They learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and wellbeing of others. Life processes are discussed including the physical changes that take place at puberty, why they happen and how to manage them.

The CWP 'Teaching SRE with confidence in Primary Schools' scheme of work is used to structure SRE provision. These materials are drawn upon to ensure SRE is delivered to all children throughout the academy and is tailored to each child's needs and level of understanding.

An organisation such the NSPCC and Dr Barnados visit the school each academic year to run workshops and assemblies in order that children are aware of issues such as Internet Safety in relation to SRE, appropriate and inappropriate physical contact and personal safety.

Organisation

SRE should not be delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social Health Education (PSHE) and citizenship. At OVPA the *main* content is delivered in PSHE lessons.

SRE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Active learning methods which involve children's full participation are used.

The Role of Visitors in regards to SRE

Visitors are invited in to academy because of the particular expertise or contribution they are able to make;

- All visitors are familiar with and understand the academy's SRE policy and work within it;
- All input to PSHE lessons are part of a planned programme based on the CWP scheme and negotiated and agreed with staff in advance;
- All visitors are supervised/supported by a member of staff at all times;
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

OVPA believes in the importance of training for staff delivering SRE. Staff are encouraged to access appropriate training and support to help them deliver effective SRE.

Specific Issues within SRE – Withdrawal

Parents/Carers have the right to withdraw their children from all or part of the sex and relationships education provided at academy except for those parts included in statutory National Curriculum. Those parents/carers wishing to exercise this right are invited in to see the Headteacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed.

Confidentiality

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named child protection coordinator who may confer with the headteacher before any decision is made.

The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Child Protection

The academy has a separate Child Protection Policy. Effective SRE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

Controversial and Sensitive Issues

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

Dealing with Questions

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The academy believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned.

Sexual Identity and Sexual Orientation

OVPA believes that SRE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Bullying is dealt with strongly yet sensitively. The academy liaises with parents on this issue to reassure them of the content and context.

Dissemination

The SRE policy is shared with all staff and is available from the Inclusion Manager on request from parents.

Assessing and Monitoring

The SRE policy is to be reviewed every year and appropriate amendments to be made where needed.

Information from staff, survey results and quantitative data will all feed in to the review of the SRE policy to ensure effectiveness and relevance