

Feltonfleet School - SRE Policy

What is Sex & Relationship Education (SRE)?

The **Positive Living** (previously PHSE & C) course, of which SRE is a part, seeks to develop a culture of wellbeing so that pupils live positive and healthy lives both at school and beyond. SRE gives pupils accurate information about sex and relationships. It allows them the opportunities to develop life skills and an individual moral framework, to enable them to make positive use of that information and find out ways to positive living that affects their own well being and the well being of other people.

SRE is embedded in the Positive Living curriculum and aims to help children to develop;

- self-esteem and self awareness;
- an understanding of the value of family life and stable and loving relationships;
- an understanding of the value of honesty, respect, responsibility and happiness;
- a positive attitude towards difference and diversity;
- an understanding of their own and others' rights;
- emotional literacy;
- the ability and confidence to make informed choices;
- the knowledge and skills to keep themselves and other people safe by minimising risk from harm;
- an understanding of their own and others' values and beliefs and an individual moral framework that will help them to make well considered decisions;
- a discerning eye for the messages they receive from the media;
- positive attitudes towards their body and sexuality;
- the ability to access help and support.

Why should SRE be taught?

In a world where children receive information about sex and relationships from a variety of sources, many of which are inaccurate or 'unhealthy', SRE aims to counterbalance these messages by providing accurate information as part of a supportive programme.

SRE is about helping children to develop and maintain successful relationships. It is about providing them with information that will support them during the process of puberty and help them to understand issues relating to sex and reproduction.

SRE needs to happen at a time when many children start to experience puberty and show an increased awareness of matters relating to the body and sex.

SRE is about demonstrating to children that matters relating to the body and about sex can be spoken about in a sensitive and positive way. This will increase the likelihood of them behaving sensibly in any sexual relationship they go on to have, as such responsibility requires communication - with a partner and/or sexual health services.

Aims and Objectives

The SRE policy is a working document that provides guidance and information on all aspects of SRE and aims to provide a secure framework within which staff can work.

Those who read the policy are; staff, parents, governors, visitors to the school.

Morals and Values Framework

Feltonfleet School teaches SRE within the following moral and values framework, which promotes;

- self-respect and respect for others;
- responsibility for personal actions;
- honesty;
- empathy, mutual support and cooperation;
- an awareness of the uniqueness of individuals;
- respect and acceptance towards others who might have different backgrounds, cultures and sexuality;
- the right not to be abused or taken advantage of by other people;
- the right to accurate information about sex and relationship issues.

Equal Opportunities Statement

Our school is committed to the provision of SRE to all of its pupils. Equal time and provision will be given to all pupils, with the exception of those with special educational needs who will be given extra support. Our SRE programme is inclusive and acknowledges and accommodates the diversity within any group of people in terms of gender, religion, language, race, social background, culture, appearance, family set-up, special needs, ability or disability.

SRE Programme

Reception - Year 2 <i>Positive Living</i>	Reception - Year 2 <i>Science</i>
<p>There will be no formal SRE in Positive Living. When opportunities arise teachers might discuss the human life cycle, body changes, babies etc</p> <p>There is a focus on learning about friendship, building self-esteem and bullying.</p>	<p>1b. Animals including humans, move, feed, grow, use their senses and reproduce.</p> <p>2a. Children should recognise and name the main external parts of the human body.</p> <p>2f . Know that humans and animals can produce offspring and these grow into adults.</p> <p>4a. Children should recognise similarities and differences between themselves and others and treat others with sensitivity.</p>

Year 3 & 4 <i>Positive Living</i>	Years 3 & 4 <i>Science</i>
<p>In the Summer term Positive Living lessons will cover, at a basic level, the fact that as we grow up our bodies will go through physical and emotional changes.</p> <p><i>The aim is to raise awareness of body changes rather than cover specific details. These will be covered in Y5&6.</i></p>	<p>1b. Animals including humans, move, feed, grow, use their senses and reproduce.</p> <p>2a. Children should recognise and name the main external parts of the human body.</p> <p>2f. Know that humans and animals can produce offspring and these grow into adults.</p> <p>4a. Children should recognise similarities and differences between themselves and others and treat others with sensitivity.</p>

Years 5 & 6 <i>Positive Living</i>	Years 5 & 6 <i>Science</i>
<p>Positive Living lessons focus on friendships, bullying, health and safety, relationships with peers and rights and responsibilities.</p> <p>Summer term in Year 5 & 6 pupils learn about the main physical and emotional changes that occur in puberty, including physical and emotional changes and the importance of personal hygiene.</p> <p>Some sessions take place in single-sex groups in informal sessions delivered by Year Leaders, Head of Lower School and the school Matron.</p>	<p>1a. Life processes common to humans and other animals include nutrition, growth and reproduction.</p> <p>2f. The main stages of the human life cycle.</p>

Years 7 & 8 Positive Living	Years 7 & 8 Science
<p>There are specific SRE lessons focusing on physical and emotional changes of puberty;</p> <p>Reproduction and sex;</p> <p>Contraception, sexually transmitted infections;</p> <p>The rights you have over your own body;</p> <p>Positive body image;</p> <p>Challenging media messages;</p> <p>Accessing help and support;</p> <p>Challenging prejudice</p>	<p>1d. Fertilization in humans...is the fusion of a male and female cell.</p> <p>2f. Know about the physical and emotional changes that take place in adolescence.</p> <p>2g. Know about the human reproductive system, including the menstrual cycle and fertilization.</p> <p>2h. Know about the development of a foetus.</p> <p>2n. Know about the growth and reproduction of bacteria and the replication of viruses that can affect health.</p>

Organisation

The SRE programme is taught in a graduated, age appropriate way to allow a spiral development and understanding of the issues. Teachers have to be sensitive to the individual needs of each pupil whatever stage of emotional or physical development they are at. It is vital that the children receive information about their own growth and development *before* it happens to ensure they grow up confident and informed about their body and their feelings.

SRE is delivered by the Form Tutors in Positive Living lessons, supported by the Subject Leader, the Head of Lower School and the Matron, who enhance the programme by delivering specific sessions on the changes of puberty.

The Subject Leader for Positive Living is responsible for monitoring the curriculum and maintaining the school's SRE Policy.

How is SRE monitored and evaluated?

The Governing Body has a statutory obligation to ensure there is an up-to- date SRE Policy. The SRE Policy will be formally reviewed every year by the Subject Leader, in consultation with the Head of Lower School, Subject Leader for Science and the Headmaster.

The Subject Leader and Head of Lower School will formally monitor the quality of teaching learning in SRE through lesson observations and informal discussions with pupils and advise the Headmaster about INSET needs.

Parents are invited to submit feedback concerning the SRE Policy or programme at any time to the Subject Leader.

Safeguarding Children Statement

SRE may bring the disclosures of safeguarding children issues. All staff are familiar with the procedures for reporting their concerns and in these cases the School's Safeguarding Children Policy needs to be referred to.

Confidentiality

When dealing with sensitive issues such as sexuality and relationships, teachers need to create an environment in which pupils can discuss issues openly and honestly. Pupils will be made aware, however, that strict confidentiality cannot be assured. If a child approaches a member of staff with a problem or concern, and the child is believed to be at risk the member of staff is obligated to inform the CPLO.

Parents' right to withdraw from SRE

Parents have the right to withdraw their child from part or all of the SRE programme, with the exception of those areas covered in the Science curriculum (which the children have a statutory entitlement to). It is hoped that parents at our school view SRE as a partnership between home and school and that they can approach the school about any concerns they may have about the content of the curriculum.

Parents are welcome to discuss the curriculum and view any materials used at any time, by arrangement with their child's teacher or the Subject Leader.

Parents who wish to withdraw their child from the SRE programme are required to write formally to the Headmaster in advance.

Extract from Minutes of Governors' Meeting ratifying the SRE Policy

**Feltonfleet School Trust Limited
Minutes of the Full Board of Governors Meeting
17 March 2011 at 6.30pm in
Classroom B Centenary Block**

Attendees:

Mike Evans - Acting Chairman	Helen Benedict	Richard Bray
Michael Bowack	Eimear Cook	Tina Harvey
Hilary Humphry-Baker	Mary Jenner	Mike Sadler
Adrian Wimbush	Philip Ward – Headmaster	
Simon Eaves – Secretary	Julie Cardona – Minute Taker	

Apologies: Giles Ashbee

10.	<u>Pre-Notified Business</u>		
	<u>10.1 Regulatory Matters</u> – PW and SE confirmed that to the best of their knowledge the School was compliant on all Policies.		
	<u>10.2 Safeguarding</u> – The Safeguarding Policy has been circulated to all Governors prior to the meeting. This policy was ratified at the meeting. Adrian Wimbush, the Governor responsible for Safeguarding, confirmed that : <ul style="list-style-type: none"> - The School is up to date with the necessary Safeguarding training - there are safe recruitment procedures in place. - there is a whole staff training INSET for staff in August 2011. 		
	<u>10.3 Sex and Relationship Education</u> – A copy of the Sex and Relationship Education Policy was circulated to Governors prior to the meeting and it has been reviewed and was ratified at the meeting. It was confirmed by PW that: <ul style="list-style-type: none"> -All Teaching Staff will receive a copy of the policy. -Training is delivered to staff on an on-going basis. - A copy is available for parents upon request. - It is available to view on the School Website. 		

This is a true extract from the minutes of the Full Board 17 March 2011

Simon Eaves
Bursar

Reference

Sex and Relationship Education Guidance 0116/200
<http://www.dfes.gov.uk/sreguidance/sexeducation.pdf>

MG January 2011

Policy reviewed: March 2011

Next review date: March 2012