



## **Wibsey Primary School**

### **SRE Policy Statement**

**“Striving for our children to achieve their full potential”**

Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (Brook, PSHE Association and Sex Education Forum 2014).

#### **Why is sex and relationships education in schools important?**

High quality SRE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships.
- SRE plays a vital part in meeting schools’ safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils’ wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive SRE programme can have a positive impact on pupils’ health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

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

#### **Aims and Objectives**

By the work done in school, our approach to learning, and the general aims and ethos of Wibsey Primary School, we hope that each child will have the opportunity to develop;

- The acquisition of the knowledge and understanding that will enable the child to choose a healthy lifestyle and be prepared for adult life.
- The ability to make judgements based on knowledge instead of prejudice or superficialities.
- Skills such as confidence, self-esteem and assertiveness so that they can make decisions which are both personally satisfying and socially constructive.
- The ability to form sound friendships, and responsible attitudes and values towards sexuality and relationships.

## **Information**

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

## **Moral and Values Framework**

The SRE programme at Wibsey Primary School reflects the school 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.
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## **Equal Opportunities Statement**

Schools have a clear duty under the Equality Act 2010 to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive SRE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect, enabling schools to meet the requirements, and live the intended spirit, of the Equality Act 2010.

## **Sexual Identity and Homophobic Bullying**

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

## **Content and Organisation**

SRE should not be delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social Health Education (PSHE) and citizenship. At Wibsey Primary School the main content is delivered in PSHCE lessons. A range of materials are drawn upon to ensure SRE is delivered to all children throughout the school and is tailored to each child's needs and level of understanding. Our PSHE & Citizenship curriculum is available from our website or a hard copy can be provided by the PSHCE co-ordinator.

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. Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of SRE in school.

## **The Role of Visitors in regards to SRE**

- Visitors are invited in to school because of the particular expertise or contribution they are able to make;
- All visitors are familiar with and understand the school's SRE policy and work within it;
- All input to PSHCE lessons are part of a planned programme 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.

Wibsey Primary School 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 school except for those parts included in statutory National Curriculum (Science). 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 school 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 school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Co-ordinator if they are concerned.

### **Dissemination**

SRE policy is shared with all staff through the school intranet and is available from the PSHE Co-ordinator on request from parents.

### **Assessing and Monitoring**

The SRE policy is to be reviewed every 2 years 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.

**May 2014**