



Bearbrook Combined School

Sex and Relationship Education Policy

2015-2018

Reviewed & Approved

Headteacher

Date: **21/7/15**

Chair of Governors

Date: **21/7/15**

Next Review

Date: **21/7/18**

Bearbrook Combined School

Sex and Relationship Education Policy

This policy is a working document which provides guidance and information on all aspects of Sex and Relationship Education (SRE) in the school for staff, parents/carers and governors. To be accessible to all of these groups the document is available on request from the school office.

1 Context

Bearbrook Combined School is a large urban school close to the centre of Aylesbury, Buckinghamshire. We have approximately 440 pupils on role aged between 4 and 11 years (reception to year 6). There is currently a 2 form entry system apart from one year group which is 3 form.

Bearbrook's catchment area includes the surrounding housing estates of Fowler Road, Southcourt and Fairford Leys. The current level of Free School Meals is 22%, but there are a number more who qualify for this who have not taken it up.

Bearbrook is also situated in an ethnically diverse area, with just over 26.8% of pupils on the EAL register. Languages spoken by the students include Urdu, Punjabi, Polish and German. 22% of pupils do not have English as their first language.

2 The Process for Policy Development

The policy is subject to review every 3 years.

Each time the policy is reviewed it is subject to the following process:

- The policy will be reviewed and updated during the spring term by the coordinator and members of the working group.
- The policy will be distributed to all staff to view, comment on and discuss.
- A letter will be sent to all parents/carers explaining that the SRE policy has been reviewed and that they now have the opportunity to view, comment on and discuss the policy before it is approved by the school Governors.
- During the summer term a copy of the policy will be held in the school's central office and can be viewed by parents/carers on request.
- During the summer term an open evening will be held to allow parents/carers the opportunity to view the policy and the materials that will be used during the teaching of SRE.
- The policy will then be considered and approved by the Governors of the school.

In addition, each Autumn term an open evening will be held to allow parents/carers the opportunity to view the materials that will be used during the teaching of SRE in the forthcoming academic year, and to discuss any specific issues with the members of staff present.

3 The Policy

3.1 Aims for SRE

Sex and Relationship Education (SRE) is defined as the information which is given to a pupil to allow them to become more aware of him/herself as a person, and to understand the process of development and reproduction.

A primary objective for Bearbrook is to help and support young people through their physical, emotional and moral development. The delivery of an effective and successful SRE policy is an integral part of this. Our SRE policy, which is a part of our PSHE curriculum and supported through our science curriculum, will help our pupils learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

learning about physical, moral and emotional development. At Bearbrook our main focus for SRE is on understanding the importance of stable and loving relationships, respect, love and care. It is also about the teaching of reproduction, keeping safe, and sexual health. **It is not about the promotion of sexual orientation or sexual activity.**

Through our SRE policy and SRE curriculum we cover three areas that help us meet our objective of supporting our pupils through their physical, emotional and moral development:

Attitudes and Values

- the importance of values and individual conscience, and moral considerations
- the value of family life, marriage, and stable and loving relationships for the nurture of children
- the value of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision-making

Personal and Social Skills

- managing emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- making choices based on an understanding of difference and without prejudice
- developing an appreciation of the consequences of choices made
- managing conflict
- learning how to recognise and avoid exploitation and abuse

Knowledge and Understanding

- learning about and understanding physical development at appropriate stages
- understanding reproduction, sexual health, emotions and relationships

3.2 School Curriculum

SRE is firmly rooted within the non-statutory framework for PSHE, but it is not taught in isolation. A number of opportunities exist throughout Bearbrook's curriculum for delivering the different aspects SRE:

- Themes linked to SRE are taught and explored in the school's weekly PSHE lessons, which last between 45-60 minutes.
- A proportion of the PSHE lessons will be used to deliver specific SRE sessions (see 'PSHE Curriculum Overview').
- Class assemblies and whole school assemblies are used to discuss and explore the emotional development of our pupils.
- The science curriculum teaches our pupils about the various physical changes that they have/will experience, and about reproduction.

It is the responsibility of the class teacher to deliver the school's curriculum of PSHE and science, with the support and guidance of other relevant parties when and where appropriate.

The SRE curriculum aims to meet the following:

Key Stage 1

- Pupils can recognise similarities and differences between themselves and others
- Pupils can identify and share their feelings with each other
- Pupils can recognise safe and unsafe situations, and can identify and be able to talk to someone they trust

Key Stage 2

- Pupils can express their opinions about relationships and bullying and can listen to and support others, including respecting other people's viewpoints and beliefs
- Pupils recognise their own worth and identify positive things about themselves
- Pupils try to balance the stresses in life in order to promote their own mental health and well-being of others
- Life processes are discussed including the physical changes that take place at puberty, why they happen and how to manage them.

This curriculum has been agreed after a consultation process involving pupils, parents/carers, staff, governors and using the OfSTED Sex and Relationship Guidance (2002) as a basis for discussion together with the Cambridgeshire PSHE Scheme of Work.

3.3 Approaches to Teaching and Learning

The SRE programme is based on a needs assessment and aims to build on existing knowledge, skills and attitudes. Lessons are carefully planned, with appropriate grouping of pupils for different activities, clear learning outcomes for each topic and strategies for assessment. The whole programme is monitored at regular intervals throughout the year and the programme annually evaluated.

At Bearbrook we help our pupils develop confidence in talking, listening and thinking about SRE. A number of teaching strategies help this, including:

- Establishing ground rules with pupils, which are referred to at the beginning of each lesson
- Using 'distancing' techniques
- Knowing how to respond appropriately to questions or comments from pupils
- Using discussion
- Encouraging reflection and sharing
- Circle time and class discussion
- Role play and drama
- The use of appropriate teaching materials and educational films

Staff guidance is available on the above issues (see 'Guidance for Teachers' and 'Answering Children's Questions Related to SRE in the Primary School').

In order to support pupils' learning in SRE:

- The purpose of each lesson is made clear
- Appropriate learning experiences are planned that meet the needs of all the pupils in the class
- Learning experiences draw on pupils' own experiences or existing knowledge and provide a range of opportunities for pupils to learn, practice and demonstrate skills, attitudes and knowledge
- Time is given for pupils to reflect and consolidate their learning
- Pupils are encouraged to take responsibility for their own learning and to record their own progress
- Attention is given to developing a safe and secure classroom climate
- Staff training needs are met

3.4 Staff Training

When and where appropriate, members of staff are sent on SRE training days and adequate staff meeting time is given to the consideration, planning and implementation of the SRE policy.

3.5 Resources

There are a range of different teaching resources used to support SRE at Bearbrook, including video, audio and written resources. The materials used to support the delivery of the SRE curriculum are made available to staff in advance of the lesson to allow for adequate planning and preparation. The resources the school has purchased are kept in a central PSHE store which is accessible to all staff.

3.6 Outside Visitors

The school will lead the SRE curriculum, but outside visitors have a vital role to play in its delivery. The use of outside agencies adds an important dimension to pupils' experiences at Bearbrook and helps to enrich our curriculum. Bearbrook is clear about the purpose, role and desired outcomes of external agency involvement and liaises closely with them to ensure this. The school follows the Buckinghamshire Healthy Schools protocols for working with outside agencies and the '*Good Practice Checklist for Schools and Outside Agencies*' (Appendix 5).

Outside agencies that contribute to the delivery of SRE at Bearbrook include:

- School nurse
- Buckinghamshire Healthy Schools Team

Whenever outside agencies or other designated adults are used within SRE provision it is done so under the guidance of a Bearbrook class teacher. A class teacher will be present in class at all times during the teaching of SRE.

3.7 Confidentiality

There are guidelines for staff on confidentiality, handling sensitive and controversial issues, and supporting pupils. These are followed when SRE is delivered at Bearbrook.

Teachers and other adults involved in SRE will sometimes hear disclosures that suggest a pupil may be at risk. As such, all adults that are involved in the delivery of SRE at Bearbrook are familiar with the school's Child Protection Policy (*Appendix 6*). The school's designated members of staff for child protection are Marcus Faulkner (Headteacher) and Sue Keen (SENCO).

Where an adult believes a pupil may be at risk, a designated member of staff for child protection must be consulted before any further action is taken.

3.8 School Environment, Relationships and Ethos of the School

Our SRE education is supported by our school's inclusive ethos, where all those involved in the education of our pupils are valued and encouraged. Positive relationships are seen as important and there is a safe and secure school environment which is conducive to learning.

In our school we:

- use the government endorsed SEAL resources that provide a framework for promoting the social, emotional and behaviour skills of our pupils.
- have weekly class assemblies that are used to explore further the social and emotional development of our pupils
- have a grins and grumbles box in each classroom that allows our pupils to communicate privately with their class teacher
- have active School and Eco-councils where pupils have a say in how the school is run
- have a staff working group dedicated to the development and improvement of the social and emotional well-being of all pupils and staff
- are researching the possibilities of learning support mentors for our pupils

All these help to promote and establish relationships of trust and respect that enable the effective delivery of our SRE curriculum.

3.9 Equal Opportunities and Sensitive and Controversial Issues

Bearbrook is committed to the provision of SRE to all of our 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, and may include some lessons where gender groups are taught separately. There may be occasions where children with Special Educational Needs are given extra support.

We are aware at Bearbrook that views around SRE related issues are varied and that gender, ethnicity, religion and age will affect the way people think and feel about SRE. 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 to their own.

3.10 Withdrawal of Pupils

Parents/carers have the right to withdraw their children from SRE lessons that fall outside those aspects covered in the National Curriculum science lessons. Parents/carers do not have to give their reasons for withdrawing their children, but will be made aware of the implications of removing children.

Pupils that are withdrawn from non-statutory SRE lessons will be given alternative work that relates to other curriculum areas that are being covered by the year group at that time. Where possible, this work will be undertaken in the adjoining class. If this is not possible, the pupil will join a class of the year group above or below for the duration of the SRE lesson.

3.11 Celebration of Achievement - Assessment, Recording and Reporting

As with any learning process assessment of pupils' personal, social and emotional development is important. It provides information, which indicates pupils' progress and achievement and informs the development of the programme.

Pupils do not pass or fail within this area but have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on pupil's self awareness and self-esteem.

We do not assess pupils in all areas of the PSHE and citizenship programme, although opportunities for pupils to reflect on their progress are identified. It is inappropriate to assess pupils' values. Please refer to the school's PSHE and Citizenship policy to see how Bearbrook assesses and records pupils' progress in PSHE.

3.12 Working with Parents/Carers

Our school seeks to work in partnership with parents/carers to provide effective SRE. Parents/carers need to know that the school's SRE programme will complement and support their role as parents/carers and that they can be actively involved in the determination of the school's policy.

Parents/carers are extremely important in the formulation and review of the SRE policy and their involvement in this process and the on-going development of the SRE at Bearbrook is described at the beginning of this policy.

3.13 Dissemination and Review

All staff members, governors and PTA committee members receive a copy of the SRE policy. Training is regularly delivered to staff on the policy content. Copies of the SRE policy are available from the school office on request from parents/carers.