



# Sex and Relationship Education (SRE) Policy

Approved by the Curriculum and Progress Committee: 5<sup>th</sup> May 2016

Minute No: 20.2/16 (C/P)

## INTRODUCTION

### Purpose

This policy is intended to ensure consistency and progression across the school in terms of the teaching of Sex and Relationship Education (SRE).

### Aims

- All staff understand what is meant by SRE at Ashgate Croft School
- To promote continuity and coherence across the school
- To develop staff confidence to deliver the subject
- To give our students the knowledge and understanding of themselves, their relationships, their health and well-being and their environment so that they can make informed choices and decisions
- To create an environment to meet the needs of the special educational needs of each student

## PROCEDURES AND PRACTICE

### Teaching

From September 2014 the National Curriculum requires no discrete teaching of PSHE and SRE at KS 1 and KS 2 but it is still a requirement for KS 3 and KS 4. Although SRE is no longer a requirement across school it does have to be taught within the Science curriculum.

Section 2 of 'The National Curriculum in England; framework document' states that - "All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practise".

As a school we feel strongly that PSHE and SRE is an integral part of our curriculum and are highly beneficial to our students. Therefore we are keeping the role of these subjects as they are at present.

### **What is SRE?**

Sex and relationships education (SRE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

It should equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being

Staff must take into regard the DFEE '*Sex and Relationship Education Guidance 2000*'.

### **Confidentiality**

It is essential in the teaching of SRE that confidentiality is discussed with the students. Staff need to be aware of their responsibilities towards confidentiality and safeguarding issues. See relevant policies.

The school must ensure that students know where they can get help on personal issues.

### **Planning**

SRE, although delivered in isolation, must be embedded in the PSHE and Science curriculum. The Science curriculum will teach factual knowledge regarding human biology whilst PSHE will allow our students to consider what this knowledge and understanding means to them and help them develop the strategies they need to apply this in their own lives.

Each department has a long term plan in place for PSHE and Science which includes the teaching of SRE. Teachers are responsible for completing Medium Term Planning on the school format each term and a Short Term Planning sheet each week. Teachers use the EYFS curriculum, Primary and Secondary Schemes of Work to inform all Medium and Short Term Planning. All staff receives regular, concise termly feedback on Medium Term Planning from the PSHE, SRE and Drugs Education co-ordinator.

### **What/When it PSHE taught**

SRE is usually taught by the class teacher in mixed gender groups other than when it is deemed more appropriate for the topics to be covered in single sex groups.

## **EARLY YEARS FOUNDATION STAGE (EYFS)**

**What:** Students in the EYFS follow the same curriculum and timings as the Primary department, however their learning objectives come from the Early Learning Goals prime area '*Personal, Social and Emotional*' of the EYFS curriculum (Please see the EYFS Curriculum policy)

**When:** Students have one discrete PSHE lesson and one which is taught through topic (2 PSHE lessons a week) with SRE being embedded within the topics.

## **PRIMARY DEPARTMENT (Key Stages 1 & 2)**

**What:** Students follow a long term plan of 'topics' which is on a 4 yearly rolling programme. Within the topics are weekly themes. The topics are taken from Equals scheme of work.

**When:** Students have one discrete PSHE lesson and one which is taught through topic (2 PSHE lessons a week) with SRE being embedded within the topics.

SRE teaching includes personal responsibility; respecting privacy; making personal choices; and knowing how I am changing.

## **MIDDLE DEPARTMENT (Key Stage 3)**

**What:** Students follow a long term plan of 'themes' which is on a 3 yearly rolling programme. The delivery of SRE is through the use of the Equals scheme of work and ASDAN New Horizons.

**When:** Pupils have two discrete PSHE lessons a week and the SRE is taught in the Spring terms.

SRE teaching includes our bodies; understanding changes; private and public places; making friends and feelings.

## **UPPER DEPARTMENT (Key Stages 4 & 5)**

**What:** SRE is taught as a separate subject within the department. The specifics of the SRE teaching are devised by the class teacher units and are appropriate and relevant to the students.

**When:** SRE is taught in the Summer terms on a yearly basis.

*Please refer to '5 year rolling programme for Foundation Learning'.*

SRE teaching includes puberty; body changes; pregnancy; personal safety; body hygiene; relationships and sexual awareness.

Although SRE is planned throughout the year any SRE issues that may arise will be dealt with appropriately by the staff at the time.

### **Female genital mutilation (FGM), Honour Based Violence (HBV) and Forced Marriage**

PSHE subject leader will review on an annual basis a risk assessment related to the teaching of FGM, HBV, forced marriage. The review will ascertain which students the teaching of FGM, HBV, forced marriage is appropriate for. A resource bank will be available to staff when teaching FGM, HBV, forced marriage is appropriate.

Our MLD students are supported on how to respond to specific risky situations for example online and social media, teaching consent, domestic violence and relationships, child abuse, pornography etc through their PSHE, SRE and CSE teaching as appropriate.

### **Agreed procedures**

- All teaching is broad and balanced and differentiated by teachers to ensure that students individual needs and abilities are met.
- Students are provided access to the learning they need to stay safe, healthy and understand their rights as individuals.
- Students access the learning through a variety of ways individual to their needs and abilities for example sensory based activities; hands-on activities; age appropriate role-play; stories and poems; visits from professionals
- ICT is used to assist in the teaching of SRE for example the use of communication aids; switches; Espresso; DVD's; internet; computer programmes and games, interactive resources and CD's. Staff will discuss with students the issues of personal safety regarding the use of ICT (online safety).
- The school has a large resource bank for all curriculum subjects including SRE and they are located in a central resource area. The school are committed to updating the SRE resources. It is the subject leader's role to request funds for the purchase of resources. Annually teachers are asked to fill in a questionnaire regarding resources for PSHE, including SRE, to assess if there are any resources required.
- Some SRE resources are kept in a lockable cupboard with the key kept in school reception.
- An audit of resources is done annually.
- The school has a nurse based fulltime on site. She has valuable knowledge and experience and is available for support for staff, students and also Parent/Carers.
- Resources may also include external drama companies visiting school to deliver plays related to various SRE themes. The play will always be watched by the

subject leader beforehand so as to ascertain its appropriateness for our students.

- The school also has the support of outside agencies including LD-CAMHS and Derbyshire Children's Health Service (DCHS).

### **Children's rights**

Taken from the UN conventions of the rights of the child within SRE the children's rights which are developed are:

- Article 12 - Children have the right to say what they think
- Article 13 - Children have the right to freedom and expression
- Article 16 - Children have a right to privacy
- Article 23 - Children who have any kind of disability have the right to live full and independent lives
- Article 28 - All children have the right to education
- Article 29 - All children have a right to an education which should develop each child's personality, talents and abilities to the fullest
- Article 34 - All children have the right to be protected from all forms of sexual exploitation and abuse

### **Assessment**

Across school, teachers complete learning outcome sheets to assess and monitor pupil progress with in lessons/ blocks of work. Throughout the year the PSHE subject leader moderates work from all classes in school which includes SRE and teachers take part in moderating each other's levelling of work in order to reduce conflicting levels. PSHE data is analysed annually by the assessment co-ordinator and fed back to the subject co-ordinator. In addition to this:

- In the EYFS each child's progress is assessed against the relevant EYFS Early Learning goals each half term and alongside MSI 3 times yearly (if appropriate). Goals achieved should be highlighted and transferred onto the tracking document. Data should be passed to assessment co-ordinator (see the EYFS policy for more details).
- In Key Stage 1,2,3,4 and 5 PSHE, including SRE is assessed through regular teacher assessment and B-squared on a termly basis.

### **Role of the Subject Leader**

- To keep up to date with government initiatives related to SRE.

- To participate in relevant training to support a broad knowledge of SRE across all ages and abilities in school.
- To present training for staff to enhance their knowledge and confidence in delivering SRE
- To work with staff to discuss support they may need and resources required.
- To monitor teacher medium term and short term planning for SRE across the school
- To support teachers in ensuring SRE is delivered effectively across the school, this may include peer observations/shadowing good practice

### **Parent/ Carer Involvement**

Parent/Carers have the right to withdraw their child from all or part of the SRE provided with the exception of the biological aspects necessary under the National Curriculum.

A letter is sent home to Parent/Carers in a sealed envelope towards the end of the term before their child will be taught SRE. It will inform them of what is to be taught, specific language to be used and also what resources will be used.

Those Parent/Carers wishing to exercise the right to withdraw their child will be invited to a meeting with the subject leader to discuss what concerns they have and discuss any impact that withdrawal may have on their child.

Across the school teachers send a mixture of homework for parents/carers to complete with their child/young person, this may include work linked to PSHE tasks.

Parents/ Carers are informed of progress in PSHE within annual reviews, Parent/Carers evenings and on the annual report (this includes attainment levels).

### **Equal Opportunities**

All students in school, irrespective of age or ability have access to a curriculum which is differentiated to meet their individual needs.

See Equality Policy

### **Monitoring of the policy**

Monitored by the Subject Leader

### **REFERENCES**

- Espresso (<http://www.espresso.co.uk/>)
- EYFS Curriculum policy
- National Curriculum
- Primary and Secondary Long Term Plans

- 5 year rolling programme for Foundation Learning
- Sex and Relationship Education Policy
- Drugs Education Policy
- Anti-bullying Policy
- Safeguarding policy
- Confidentiality policy
- DFEE '*Sex and Relationship Education Guidance 2000*'
- UN convention of the rights of the child - [unicef.org.uk/crc/op](http://unicef.org.uk/crc/op)