

SRE Policy

St Margaret Mary's RC Primary School



Our School Mission Statement

We try to follow Jesus in everything we do.

We help everybody in our school family and we try to let our light shine as the light of Jesus shines. Everyone at St Margaret Mary's is special. We feel happy and safe. We are encouraged to value ourselves and each other in an atmosphere of trust, good humour, acceptance and enjoyment.

Saint Margaret Mary's school is where we come to learn through exciting and fun lessons. We try to always be welcoming and caring to all. We want to do our best, even if we find it difficult.

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SRE Policy

Background to Policy

This policy is currently under review, in line with Diocesan guidance, with the school working in collaboration with a cluster group of schools.

This policy takes full account of the Gospel values, the teachings of the Catholic Church and the latest DFE guidance.

What is SRE?

Sex and Relationships Education (SRE) is the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of family life, marriage and stable, loving relationships, respect, love and care.

Adapted from DFEE Circular 0116/200, SRE Guidance

We believe that:

SRE (as part of PSHE and Citizenship) should support positive levels of self-esteem and the development of emotional resourcefulness in children and young people. Self-esteem is the way we feel about ourselves. It is not static; our self-esteem varies throughout our lives depending on circumstances and events. Emotional resourcefulness is the ability to:

- Use our thinking skills together with our emotions to guide our behaviour positively;
- Manage and respond to negative life events effectively

Blake, Simon: Sex and Relationships Handbook, 2001

Consultation

The programme for SRE has been developed from the 'Growing and Changing' scheme of work. Children will be consulted at the start of units of work relating to puberty in Years 5 and 6. They will also be asked to evaluate units in order to improve the programme for future cohorts.

Under the 1993 Education Act pupils can be withdrawn by their parents/carers from parts of sex education that are outside the compulsory elements of sex education contained within the Science National Curriculum. Parents wanting to exercise this right are invited to discuss their concerns with the Head and or R.E. Co-ordinator.

Statement of values for SRE

SRE will reflect the values of the Gospel and the teachings of the Catholic Church including such documents as Learning to Love issued by Pope Francis.

Statement of Aims

Catholic education in sex and relationships aims to support parents in their role as first educators of their children. Using a faith motivated person-centred approach the school will aim to ensure that all pupils, appropriate to their age, level of maturity and developmental needs, develop the necessary attitudes and values, the personal and social skills, and knowledge and understanding to ensure that they have the capacity to make sound judgements, good choices and enjoy relationships based on love, mutual respect, dignity and responsibility free from any abuse or exploitation.

SRE contributes to the foundation of RE, PSHE, PATHS Curriculum and Citizenship by ensuring that all children:

- Develop confidence in talking, listening, making responsible decisions and thinking about feelings and relationships;
- Are able to name parts of their body and describe how their bodies work;
- Can protect themselves and ask for help and support; and
- Are prepared for puberty.
- Are able to discuss emotions and deal with these in an effective manner.

SRE will:

- Support parents in their role as first educators of children.
- Provide information which is easy to understand and is relevant and appropriate to the age and maturity of the children;
- Include the development of communication and social skills;
- Encourage the exploration and clarification of values and development of positive attitudes.

Roles and responsibilities

SRE actively involves the whole school community. All groups who make up the school community have rights and responsibilities regarding SRE.

The **Headteacher/Deputy Headteacher** are the designated members of staff for Child Protection.

The **Senior Leadership Team** will endeavour to support the provision and development of SRE in line with this policy by providing leadership and adequate resourcing.

The **PATHS Lead and RE coordinator** will maintain an overview of SRE provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, developing the provision to meet pupils' needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.

All **teachers** are involved in the school's SRE provision and have a responsibility to deliver quality SRE within the planned provision and which meets the daily needs of the children. Teachers will be consulted about the school's approach to SRE and aided in their work by provision of resources, background information, support and advice and access to appropriate training. Teachers also have a duty to bring to the Head/Deputy attention any child protection issues (see Child Protection Lead Persons/Procedures for specific guidance).

Non-teaching staff are valued members of the school community and as such have a responsibility to work within the agreed guidelines, policy and values that have been shared with them.

Governors have overall responsibility for school policies. They will be consulted about the SRE provision and policy and receive regular reports at governors meetings. The designated governor for child protection is Clare Szuminski.

Parents/carers have a legal right to view this policy and to have information about the school's SRE provision. The school will seek and take account of parent/carer views and endeavour to adopt a partnership approach, which encourage dialogue between parents/carers and their children.

Pupils have an entitlement to quality SRE appropriate to age and circumstance. They will be actively consulted about their SRE needs and their views will be central to developing provision. Pupils have a responsibility to work within agreed ground rules and values.

The taught SRE programme

The class teacher, throughout Key Stage 2, teaches aspects of SRE as an integral part of the school's PSHE provision. Elements will also be covered within the statutory Science orders of the National Curriculum and RE curricula. Texts used in English can provide opportunities for the development of themes within SRE. In this way, children will be able to develop their ideas, knowledge and skills gradually and appropriately.

The following aspects of SRE will be addressed within the Science curriculum. References relate to the statutory National Curriculum Science Orders - Life and Living Processes.

(N.B. This curriculum delivery has changed in light of New National Curriculum Sept 2014)

Children should be taught:

Year 5 -

Life Cycles

- 1a that the life processes common to humans and other animals include nutrition, growth and reproduction.
- 2f about the main stages of the human life cycle.

Year 6 -

Interdependence and Adaptation

- 1a that the life processes common to humans and other animals include nutrition, growth and reproduction.

Teaching Strategies

A wide range of teaching strategies will be used, predominantly by the class teacher, that enables pupils to actively participate in their own learning. These will include through circle time, planned aspects of science and PATHS stories/English and visits from external agencies such as the **school nurse** or visiting theatre groups.

Ground rules will always be established by teachers to create a 'safe environment' in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from pupils. Examples of rules are:

- No one will have to answer a personal question;
- No one will be forced to take part in a discussion;

- Only the correct names for body parts will be used;
- Meanings of words will be explained in a factual and sensible way.

Distancing techniques will be used to help teachers to avoid embarrassment and protect pupils' privacy by depersonalising discussions. Role-play is a powerful strategy through which this can be achieved.

Difficult or explicit questions do not have to be answered directly but may be answered individually later, at a prearranged time, with honesty and due regard for the age and maturity of the child as well as being within the school's agreed framework of values, or through the 'ask it basket' with the nurse. If staff are in any way concerned they will seek advice from the Head/Deputy if the issue is one of child protection.

Equal opportunities

The varying needs of pupils regarding SRE depending upon their circumstances and background will be reflected in the provision made for them. The school strongly believes that all students should have access to SRE that is relevant to their particular needs. To achieve this, the school's approach to SRE will ensure that the equal but different natures of men and women are not compromised.

The school will take into consideration the needs of different ethnic and cultural groups. Respect for and understanding of these views will be promoted.

It is recognised that pupils and staff may come from a variety of family situations and home backgrounds. Care will be taken that there is no stigmatisation based upon home circumstances.

Programmes of SRE will be planned so that students with learning, emotional or behavioural difficulties or physical disabilities will also be able to understand their physical and emotional development thus enabling them to make positive decisions in their lives.

Confidentiality

Teachers and other members of the school staff cannot offer or guarantee confidentiality to pupils. Ground rules established during lessons will help to avoid possible disclosures. Should such a situation occur at an inappropriate time, the teacher or member of staff should talk individually to the child before the end of that school day. Staff should reassure pupils that their best interests will be maintained and that if confidentiality has to be broken, they will be informed first and then supported as necessary. It would be appropriate for the member of staff to discuss the issue with the R.E./PSHE co-ordinator, the child's class teacher or the head teacher as the designated member of staff responsible for child protection if abuse is suspected.

When working with a class or group of children, the school nurse is bound by the school's policy for confidentiality. When working one-to-one with a child, they are bound by their own professional codes of conduct.

Monitoring, evaluation and review

Regular evaluation of the SRE programme by the children, their parents/carers and the staff involved will inform future practice by identifying training needs, ensure that the programme remains relevant to the needs of the children and help maintain a commitment to quality SRE.

Complaints

Complaints by parents or others regarding the curriculum or of a general nature should be discussed initially, as appropriate, with the class teacher or head teacher. It is desirable that complaints should be dealt with informally, but if that is not possible, then a written, formal complaint should be registered with the head teacher, unless it is a matter concerning the headteacher, when it should be directed to the chair of governors. Parents may ask for a copy of the full complaints procedure by the governing body.

Head of School: _____ Date: _____

R.E./PSHE Co-ordinator: _____ Date: _____

Governor: _____ Date: _____