



LANCASTER LANE CP SCHOOL



SRE EDUCATION POLICY

(Based on information from 'Producing your school's sex and relationship policy' from the PSHE Association)

School: Lancaster Lane CP School				
Consultation has taken place	The school workforce	Governors	Children & young people	families
	date:	date:	date:	date:
Date formally approved by Governors:				
Date policy became effective:	February 2016		review date: March 2018 July 2018	
Person(s) responsible for implementation & monitoring	PSHE Lead – Lorna Watson			
Links to other relevant policies	SMSC	Safeguarding	PSHE	Drug Ed
	Confidentiality	Anti bullying	SEND inclusion	Equalities
	Visitor	Online safety	Behaviour	Food & Drink
Basic information				
<p>This policy covers Lancaster Lane School's approach to Sex and Relationship Education (SRE). It was produced by Joanne Geldard (Head Teacher) through consultation with staff and governors. Parents and carers will be informed about the policy through the school's website and the school's newsletter.</p> <p>The policy will be available to parents and carers through the website and the school office. The policy applies to all staff, parents and visitors including supply teachers, trainee teachers and work experience students.</p>				



Overall school aims and objectives for teaching SRE

1. To help and support young people through their physical, emotional and moral development;
2. To help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood;
3. To help learners develop the skills and understanding they need to live confident, healthy and independent lives;
4. To help learners understand and deal with difficult moral and social questions;
5. To teach sensitively and when appropriate, about sex, sexuality, and sexual health;
6. To help learners understand the importance of family life, stable and loving relationships, respect, love and care.

Rationale – why are we teaching this?

We define SRE as preparing children for their growth and development, body changes and to help them form positive, balanced and healthy relationship choices.

We consider that it includes laying the foundations of understanding about growth and change, respect for one another and preparation for changes during puberty.

We believe it is important to address this area of the curriculum because many children go through puberty whilst at primary school.

What values will we promote?

DfE guidelines on SRE recommend that, 'Pupils should learn the significance of marriage and stable relationships as key building blocks of community and society.' At Lancaster Lane school, we believe that the ideal family life for children is one that provides love, commitment and security. Children's happiness and wellbeing is of paramount importance and we aim to provide a safe and secure environment in which marriage and other relationships can be discussed.

The school will always encourage children to talk to their parents and carers.



How will we ensure the curriculum is balanced?

While promoting the values above, we will ensure that pupils are offered a balanced programme by providing PSHE / SRE lessons where children receive their sex education in the wider context of relationships so that they are prepared for the opportunities, responsibilities and experiences needed for adult life.

Within the science curriculum Key Stage One children will:

- Learn that animals, including humans, move, feed, grow, use their senses and reproduces;
- Recognise and compare the main external parts of the bodies of humans;
- Know that humans and animals can produce offspring and that these offspring grow into adults;
- Recognise similarities and differences between themselves and others and treat others with sensitivity.

Within the science curriculum Key Stage Two children will:

- Learn that life processes common to humans and other animals include nutrition, growth and reproduction;
- Learn about the main stages of the human life cycle.

Relevant issues to be dealt with within Key Stage Two include:

- Puberty – changes to the body – Year 6. The *All About Me* booklets will be shared and discussed with the pupils prior to the lesson. There are separate booklets for boys and girls and also one for parents. These will be sent home for the parents to read first and to share with their child if they wish. Back in school, boys and girls will separately go through BOTH booklets. The boys will be with a male member of staff and the girls with a female member of staff.
- **Human reproduction will be covered with Y6 children during PSHE lessons.**

From the Reception Class upwards, the correct anatomical name will be used for body parts to help support our safeguarding measures for all children.

Sensitive and Controversial Issues:

If a child asks a question that the teacher believes is sensitive or controversial, they will explain that this is a matter not dealt with in school and that the child should ask their parents for an answer. The school will normally seek to inform parents when such questions have been asked. Sensitive and controversial issues include rape, oral sex, exploitative sexual practices, incest, abortion and prostitution. This will be in conjunction with the school's Safeguarding / Child Protection Policy.

Relevant local data and information related to SRE is used to inform planning and to address the identified needs of the whole school community e.g. child sexual exploitation, domestic abuse, social deprivation, family life, career and life chances.

Creating a safe and supportive learning environment

We will create a safe and supportive learning environment by:

- Providing a safe, secure learning environment for SRE that enables children and young people to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy confident successful adults.
- Seeking to ensure members of staff are role models for positive interpersonal relationships.
- Group agreements are negotiated with classes on an individual basis.

We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support from a trusted member of staff in line with the school's Safeguarding / Child protection Policy.



SEND, inclusion, equality and diversity

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude by assessing and tracking pupils through a broad and balanced curriculum.

Teaching will take into account the ability, age, readiness, and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access provision to develop their emotional health and wellbeing.

We promote social learning and expect our pupils to show a high regard for the needs of others by maintaining a culture of openness, diversity and tolerance.

We will use PSHE / SRE as a vehicle to address diversity issues and to ensure equality for all.

How will we ensure that our equalities obligations are fulfilled?

We will ensure equality by teaching a broad and balanced curriculum and by implementing our Single Equities Policy.

The school's curriculum and policies are monitored by the SLT and governors.

How will we ensure inclusion and differentiate learning?

We will identify pupils' different starting points in terms of their emotional health and wellbeing by knowing our pupils well and through our open and inclusive ethos.

We will respect pupils' unique starting points by providing learning that is appropriate for the needs of the children in our groups, classes and school.

We will ensure that pupils with special educational needs receive access to emotional health and wellbeing provision through small group sessions and adult led tasks.

What are the aims and objectives of our programme?

Our programme aims to assist children and young people to prepare for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy relationships.

What are our intended outcomes?

The learning outcomes of our programme will be that pupils will:

- Know and understand how bodies change as we grow;
- Understand they have a right to healthy and positive relationships;
- Understand they have a responsibility to make choices that will help them to sustain healthy relationships;
- Be empowered to make choices that will keep them healthy and safe.

Timetabling SRE education

SRE will be taught as part of the planned PSHE and science curriculums. **Curricular?**

Who will be responsible for teaching the programme?

The programme will be led by Mrs Joanne Geldard.

It will be taught by class teachers and TAs.

It will be supported by the SLT.

The school will support members of staff delivering work addressing emotional health and wellbeing needs of the pupils, to access appropriate CPD by following a clear monitoring and evaluation programme.

Governors will be involved by receiving reports at appropriate committee meetings.

The use of visitors to the classroom

We will use school nursing staff when and where their involvement would enhance the delivery of the curriculum. We will ensure external contributors' input is part of a planned programme which it enhances by following long term and medium term planning. Adults in school will be present during visitor sessions. Staff will be asked to give feedback to the SLT following a visit.



Key Principles and Teaching Methodology

The programme will be taught through a range of teaching methods, including using pupils' starting points.

We will ensure learning 'starts from where pupils are' knowing our pupils well and liaising with previous teachers.

We will ensure that sessions, including those on risky behaviours, remain positive in tone by setting group or class group rules or by implementing group agreements.

We will ensure individuals who have additional needs will be supported through small group and/or one to one interventions.

How will we assess this learning?

We will assess pupils' learning through *Assessment for Learning* Strategies including questioning, observations and recorded work.

How will we involve and consult pupils?

We will involve pupils through discussions in circle time and as part of the School Council.

Pupils' views will be sought through class surveys and pupil interviews.

How will pupils' questions be answered?

Pupils' questions will be answered by planned circle time activities.

We will allow pupils to raise anonymous questions by having *Ask-It Baskets*.

What is our policy on confidentiality?

The school recognises the importance for children, young people, families and the workforce having access to confidential services, including health services to support their physical and emotional needs. The school has clear protocols in place for how to deal with information which maybe sensitive and/or confidential.

There is a Confidentiality Policy in place.

How will parents and carers be involved?

We are committed to working with parents and carers. We will offer support by signposting key messages from the school policy in the school's newsletter and by publishing this policy on the school's website.

We will notify parents when particular aspects of sex and relationships education will be taught making sure our curriculum maps on our website page are accurate and up-to-date (science) and specifically writing to Year 5 and Year 6 parents.

We will communicate to parents about their right to withdraw their children in the letter sent home with the *All About Me* booklets.

How will we support children who are withdrawn from the programme?

If a parent requests their child be removed from 'sex education' they will be invited into school to discuss the situation with the Head Teacher.

If a child is withdrawn from 'sex education' the school would be unable to prevent the child from asking their peers what they had learnt in the lesson.

How will children who are thought to be 'at risk' be supported?

If we have any reason to believe a pupil is at risk, we are required to follow the school's Safeguarding / Child Protection Policy and practices.