

Bosvigo School



SRE Policy

July 2011

Introduction

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain healthy relationships. It also enables young people to make responsible and informed decisions about their health and well-being. It should not be delivered in isolation but firmly rooted within the framework for PSHE/C and National Curriculum.

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

‘SRE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings’. (Sex Education Forum 1999).

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This policy is published in the Policy Document File. The policy was developed in consultation with the Health Promotion Service, Parents, Governors and Staff. Related policies are those for, PSHE/C, Science, Drug Awareness, Anti-bullying, Behaviour, Race Equality and Equal Opportunities.

Specific Roles

The teacher with responsibility for coordinating this PSHE/C policy with the Headteacher is Mrs Gabriele.

Aim

- To enable our pupils to better understand the nature of human relationships
- To enable pupils to see the importance of marriage and stable loving relationships for the bringing up of children
- To prepare pupils for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.

SRE at Bosvigo School has three main elements, all of which provide a balanced SRE curriculum:

Attitudes and values

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of family life, marriage, and stable and loving relationships for the nurture of children.
- Learning 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

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of 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 and understanding physical development at appropriate stages
- Understanding human sexuality, reproduction, sexual health, emotions and relationships
- Learning the reasons for delaying, including the avoidance of unplanned pregnancy.

Rationale

This policy clarifies the nature of SRE in Bosvigo School. It describes how it is delivered and supported throughout our school community.

Objectives

Every Child Matters, which led to the Children Act (2004), emphasised the PSHE/C in schools play a vital role in achieving these outcomes:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Achieving economic well-being.

The PSHE/C and SRE objectives of Bosvigo School Community reflect these outcomes:

- To develop confidence and responsibility and to make the most of our children's abilities.
- To play an active role as citizens.
- To develop a healthy, safe lifestyle.
- To develop good relationships and respect the similarities and differences between people.

Action

Objectives will be met by providing opportunities through:

- National Curriculum # SEAL
- RTime
- Pastoral Care sessions
- School and class organisations and planning.

A variety of strategies will be implemented to achieve our objectives, such as:

- Individual, peer group and collaborative work
- Discussion and role play
- Circle time and games
- Inviting outside agencies
- Involvement in problem solving activities
- Preparation and presentation of tasks for different audiences
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These opportunities will be planned through:

- Discrete provision within separate curriculum time
- Explicit opportunities in other curriculum subjects

Content and Organisation

Key Stage 1

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

Key Stage 2

- Pupils learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs. They

learn to recognise their own worth and identify positive things about themselves and 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.
- Pupils are able to name parts of the body and describe how their bodies work.
- Materials used reflect the consultation with parents/carers and the school health adviser. Age and cultural backgrounds of the pupils were regarded in relation to images used. The range of material used is available to parents/carers and informative books are available to children in the library.
- The content of the Y6 one-hour weekly lessons in the summer term, was decided upon after the consultation process involving pupils, parents/carers, staff, governors and the school health adviser using the OfSTED Sex and Relationship Guidance (2002) as a basis for discussion. A more detailed scheme of work is available on request.

Implementation and Monitoring

The named SRE co-ordinator is responsible for monitoring the SRE objectives at Bosvigo School. This can be achieved through:

- Planning and work scrutiny
- Self-assessment tools
- Discussions
- Feedback from parents, pupils and secondary schools

The co-ordinator will report the effectiveness of SRE on pupil development to SMT and governors. The named governor will liaise with the co-ordinator to share developments. The co-ordinator will receive up-to-date training and will cascade this to the staff to improve practice within the whole school.

To ensure the full effectiveness of this policy it will be shared with teachers and parents. Pupils will be made aware of relevant sections and this will be done through school and class forums or as part of PSHE/C and SRE lessons.

Equal Opportunities

Bosvigo School Community is committed to the provision of SRE to all of its 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 but there may be occasions where children with Special Educational Needs are given extra support.

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, as made clear in the schools prospectus.

Those parents/carers wishing to exercise this right are invited in to see Mr Oakley or Mrs Gabriele 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 and Child Protection Issues

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 co-ordinator who takes action as laid down in the Child Protection Policy. All staff are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues.

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.

Answering Difficult Questions

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 a different opinion.

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil(s) 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 Coordinator if they are concerned.

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

Review date

March 2013