

Meadow Lane Infant School



SRE Policy

Last reviewed	June 2016
Review Cycle	2 Years

Persons Responsible – Governors

Date of Policy: June 2016

SRE gives children the opportunity to explore and respect their own and others' opinions, attitudes and problems. Children need to develop self-awareness, positive self-esteem, and the confidence to be able to enjoy worthwhile and fulfilling relationships. We believe that our school is a happy, caring place where friendliness, respect and understanding exist between staff, children, parents and governors and all children have equal access to the curriculum.

Introduction

At Meadow Lane Infant School we believe that effective SRE is essential to enable children to make informed decisions about their lives.

The SRE programme is integrated into the PSHE/Science curriculum and topic work within the school and is delivered to meet the requirements of National Healthy Schools Standards.

DfES guidance states SRE is:

'... Lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable loving relationships, respect, love and care.'

DfES 'Sex and Relationship Guidance' 2000

The school also recognises the importance of other strong and mutually supportive relationships. E.g. Civil partnerships. It does not promote any one form of relationship, but ensures that there is no stigmatization of children based on their home circumstances.

Sex and relationship education has three main elements that we aim to teach:

- Attitudes and values
- Personal and social skills
- Knowledge and understanding

Attitudes and values:

- Learning the importance of values, individual conscience and moral considerations
- Learning the value of family life within stable and loving relationships for the nurture of the children
- Learning the value of respect, love and care
- Exploring, considering and beginning to understand moral dilemmas
- Developing critical thinking as part of decision making

Personal and social skills:

- Learning to manage emotions and relationships with confidence and sensitivity
- 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
- Developing skills in personal relationships, e.g. friendships, bullying, building of self-esteem, communication, assertiveness
- Helping children to understand that some touch can be unwelcome and to resist unwanted touch

Knowledge and understanding:

- Encourage the acceptance of physical development by providing age appropriate vocabulary for the sexual parts of the body and encouraging positive attitudes to all bodily functions
- Generating an atmosphere where children feel safe to ask questions and raise concerns
- The SRE policy has clear links with other school policies aimed at promoting pupil's spiritual, moral, social and cultural development, including the:

Equal Opportunities Policy

Health & Safety Policy

Disability, accessibility and Equality Policy

Special Educational Needs Policy

Drug Education Policy

PSHE & Citizenship Policy

Behaviour Policy

Aims:

We aim to develop sex and relationships in the context of a broad and balanced curriculum that is part of the wider framework of Personal, Social and Health Education (PSHE) and Citizenship. Sex and Relationship Education will be fully integrated into the curriculum.

To help us:

We also recognise that a range of people from the wider community, such as health professionals, can help to enhance and enrich the delivery of our programme. Anyone coming into school to help deliver the programme is made aware of the school's policy and abides by it.

We aim to promote health education through out participation in the National Healthy School Scheme. As participants in this scheme we:

- Listen to the views of children in our school regarding SRE
- Develop our children's confidence in talking, listening, and thinking about feelings and relationships
- Support our children through their physical, emotional and moral development by providing them with clear information and opportunities to relate to wider considerations

Process of Policy Development and Consultation

The policy is descriptive of intended practice in our school. It has been developed through consultation with staff, parents and governors.

SRE provision

The combined PSHE and Citizenship framework is developed through Every Child matters: Being healthy, Staying safe, Enjoying and Achieving, Making a positive contribution and Social and Economic wellbeing

Teaching and Learning

Active learning methods which involve children's full participation are used and SRE takes place within normal classroom provision.

Staff help the children to develop the confidence to talk, listen and think about SRE through the following strategies:

- Developing ground rules
- Role play and drama
- Class discussion
- Group discussion
- Circle Time
- Reflection time

All teachers are committed to delivering the SRE curriculum.

Staff are careful to ensure that their personal beliefs and attitudes do not influence the teaching of SRE. To this end, ground rules have been agreed to provide a common framework within which to teach and to deal with issues.

- No one (staff or pupil) should be expected to ask or answer a personal question
- No one will be forced to take part in a discussion
- Meanings of age appropriate words will be explained in a factual way
- Sometimes an individual child may ask an explicit or difficult question in the school setting. Questions do not have to be answered directly and can be addressed later. Staff must use their skill and discretion in these situations and refer to the PSHE coordinator, head teacher or the child's parents.
- If a question or comment raises child protection concerns child protection procedures will be followed
- Resources in school are age appropriate

Evaluation and Monitoring

Evaluation and monitoring are conducted through scrutiny of planning or work samples or lesson observations.

Roles and Responsibilities

The PSHE Coordinator is responsible for:

- Keeping up to date with developments in the subject by attending appropriate INSET.
- Making staff, including the head teacher, aware of developments and subsequent curriculum changes
- To share expertise and subject knowledge by leading INSET, Workshops, and Staff Meetings.
- To order, monitor and develop resources, keeping them well organised, labeled and accessible.
- To advise colleagues on appropriate planning, teaching methods, activities and resources.

It is the responsibility of the Head Teacher to ensure that both staff and parents are informed about our SRE policy, and that the policy is implemented effectively. It is also the Head Teacher's responsibility to ensure that members of staff are given appropriate training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Head Teacher liaises with external agencies regarding the school SRE programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The Head Teacher monitors this policy on a regular basis and reports to Governors, when requested, on the effectiveness of the policy.

Role of Parents

The school is well aware that the primary role in children's SRE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.

In promoting this objective we:

- Inform parents about the school's SRE policy and practice through, for example, newsletters, school prospectus, etc;
- Answer any questions that parents may have about the SRE of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for SRE in the school;
- Encourage parents to be involved in reviewing the school policy and making modifications to it as necessary.

Equal Opportunities

All teaching and non-teaching staff at our school are responsible for ensuring that all children irrespective of gender, ability, ethnicity and social circumstances, have access to the whole curriculum and opportunities to make the greatest progress possible in all areas of the curriculum whilst in our school.

We also recognise the importance of respecting the diverse family circumstances that may exist within our school community and seek out resources to reflect these, for example, single parent families, same sex parents/carers, etc.

Dissemination of Policy

This policy document, having been presented to and agreed by the whole staff and the Governing Body, is distributed to all individual members of the teaching staff and the Governors Curriculum Committee. Further copies are available from the school office. Such distribution ensures the accessibility of the document to visitors, for example supply teachers, support staff and parents.

Review

This policy (has been agreed) by Staff and Governors of Meadow Lane Infant School and will be reviewed every 2 years by them.

Staff reviewed : June 2016

Date ratified: June 2016

Date for review:

Signed : Head teacher

..... Chair of SDC committee