



## **SEX AND RELATIONSHIP EDUCATION (SRE) POLICY**

### **Rationale**

At Eldon Grove Academy, we aim to educate the whole child and to ensure children are happy, healthy and fulfil their potential in terms of the development of skills for life, social and moral values and academic success. Sex and Relationship Education (SRE) is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. Research demonstrates that good, comprehensive SRE does not make young people more likely to become sexually active at a younger age and in fact, knowledge can help prevent this as well as helping to identify child protection issues in young children. Through the SRE work we do in Eldon Grove Academy, we aim to raise awareness and educate our pupils on how to protect themselves and positively influence their future choices.

### **Aims and Objectives**

The aim of SRE is to provide children with age appropriate information, explore attitudes and values, and develop skills in order to help them to make positive decisions about their health-related behaviour. The SRE policy has the following aims:

- To provide the knowledge and information to which all pupils are entitled;
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To help pupils to develop skills and to make the most of their abilities;
- To develop pupils' understanding of the importance of a healthier safer lifestyle;
- To provide a description of how SRE is delivered, monitored and evaluated in the school;
- To help pupils learn to respect and care for their bodies and;
- To help pupils, parents and carers learn how to gain access to information and support.

### **Context for Learning**

Here at Eldon Grove Academy we teach SRE with an awareness of the moral code and values held in common with the whole school community. Lucinda and Godfrey is a whole school approach to delivering SRE, taught through age appropriate storybooks that follow the two characters as they progress through Primary Schools which include the following foci:

- Value and respect themselves;
- Value and respect others and;
- Value and respect differences in people's religion, culture, sexual orientation, physical and mental ability and social background.

Occasionally a child may ask an explicit or difficult question within the classroom. Teachers may use their own skills and discretion in these situations and/ or seek support from PSHCE co-ordinator, PSA or school nurse.

### **The Statutory Provisions**

The Government believes that all pupils should be offered the opportunity of receiving a comprehensive, well-planned programme of sex education during their time at school. The Academy's governing body has overall responsibility and they must have an up to date, written policy that is available to parents.

## Organisation

Aspects of the SRE policy are also taught throughout the curriculum here at Eldon Grove Academy. By the end of Key Stage 1 Pupils will be able to:

- recognise and compare the main external parts of the bodies of humans;
- recognise similarities and differences between themselves and others and treat others with sensitivity;
- identify and share their feelings with others;
- recognise safe and unsafe situations;
- identify and be able to talk with someone they trust;
- be aware that their feelings and actions have an impact on others;
- make a friend, talk with them and share feelings;
- use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

By the end of Key Stage 2 Pupils will be able to:

- express opinions, for example, about relationships and bullying;
- listen to, and support others;
- respect other people's viewpoints and beliefs;
- recognise their changing emotions with friends and family and be able to express their feelings positively;
- identify adults they can trust and who they can ask for help;
- be self-confident in a wide range of new situations, such as seeking new friends;
- form opinions that they can articulate to a variety of audiences;
- recognise their own worth and identify positive things about themselves;
- balance the stresses of life in order to promote both their own mental health and well-being and that of others;
- see things from other people's viewpoints, for example their parents and their carers;
- discuss moral questions;
- listen to, support their friends and manage friendship problems;
- recognise and challenge stereotypes, for example in relation to gender recognise the pressure of unwanted physical contact, and know ways of resisting it.

## Role and Responsibilities

**Governors** will review the policy once updated and make this available to all of the Academy's stake holders.

**Head of School** is responsible for the implementation of the policy and liaising with the governing body, parents and other appropriate agencies.

**PSA** (Parent Support Advisor) will offer support to vulnerable families and liaise with outside agencies. They will signpost parents and families to organisations and support available.

**Personal, Social, Health Education and Citizenship Co-ordinator**, along with the Head of School, has a general responsibility for supporting other members of staff in the implementation of this policy and will also disseminate information relating to SRE.

**Parents/Carers** are key figures in helping their children to cope with the physical and emotional aspects of growing up and therefore have responsibility in preparing them for challenges and responsibilities which sexual maturity brings. Parents are encouraged to support the Academy's S.R.E and will have access to this policy. Parents may also have access to the teaching materials prior to the sessions being taught.

**All Staff**, both teaching and non-teaching should be aware of this policy and how it relates to them. SRE is a whole school issue.

## **Visitors from the Local Community**

Visitors to school, such as parents/carers, health professionals and members of voluntary organisations, may be invited to plan and contribute to SRE lessons. They will be given a copy of this policy and will be expected to work within the values framework described within. The PSHCE co-ordinator will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the school's SRE programme. A teacher will be present during the lesson.

## **Parent/Carer Right of Withdrawal**

Parents/carers have the right to withdraw their children from all / parts of the SRE programme provided unless it is a compulsory part of the Science National Curriculum. Parents are welcome into school to discuss the SRE curriculum and resources in order to alleviate any misunderstandings or misconceptions about the lessons.

## **Specific Issues**

- **Child Protection**

Children have the right to expect schools to provide a safe and secure environment. SRE may lead to a disclosure of a child protection issue.

- **Confidentiality**

If a member of staff (teaching or non-teaching) suspects there to be a child protection issue involving a child, or is faced with disclosure, then he/she has a duty to pass this information on to the designated Child Protection member of staff (Head of School). Staff need to make pupils aware that they cannot legally give complete confidentiality. This can be tackled by revisiting ground rules at the start of each session.

## **Children with Special Needs**

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of SRE.

## **Monitoring and Review**

The PSHCE Co-ordinator collects evidence for the monitoring and evaluation of the SRE programme by means of lesson observations, monitoring lesson plans and gathering feedback from teachers and pupils. Feedback is obtained through group discussion and/or feedback forms. Any staff development needs will also be identified. SRE issues will be included in the induction programme for all new members of staff.

**September 2018**

**Audrey Brahim**

**Head of School**

**To be reviewed September 2020**