



St. Anne (Stanley) C of E School

SRE Policy

A Baseline for Achieving Excellence in SRE

June 2019



St. Anne (Stanley) C of E School

SRE POLICY

Curriculum Vision:

The DfE SRE guidance Feb 2019 quotes;

' Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.'

St Anne (Stanley) Primary School gives the highest importance to the welfare of pupils. An important aspect of this is to ensure that pupils are educated about the changes and development that will occur to their body, emotions and relationships as they grow and develop in life. The school is therefore committed to providing pupils with; factual information and key vocabulary so they can discuss issues knowledgeably and openly, a recipe for building and maintaining good friendships, opportunities to develop decision making skills and communication skill and manage their emotions within relationships and opportunities for children to learn how to deal with and manage their emotions.

The implementation of this policy is the responsibility of all teaching staff.

Aims of Subject:

Through a positive caring environment, we provide the opportunity for every child to reach their full potential.

The school's policy for sex and relationships education (SRE) is based on guidance from the DfE (Sex and relationships – OFSTED 2002), PSHE Association Guidance 2017 with amendments taken from an updated SRE version 2019 and has been drawn up in consultation with parents, pupils, staff and outside agencies.

At St Anne (Stanley) Primary School SRE is defined as learning about physical, moral, social and emotional development, love and care towards others and about the teaching of sex. Through the teaching of sex and relationships education children will learn about attitudes and values, personal and social skills and will develop their knowledge and understanding. Children are also taught about personal space and privacy.

School values:

Our school values are: Honesty, Friendship, Understanding, Hope, Confidence and Family. These values underpin our ethos and are embedded across the curriculum. In SRE these values are fostered explicitly and form the foundation of a SRE curriculum that enables pupils to flourish in life.

Honesty: Helping pupils to be honest with themselves and others and to appreciate the importance of honesty and integrity in their lives.

Friendship: Helping pupils to understand what healthy relationships are and the importance of friendship in their daily lives and in the world around them.

Understanding: Helping pupils to understand and deal with their own range of emotions and feelings. To understand the difference between right and wrong and why rules are needed.

Hope: Helping children to see how hope can build resilience and enable them to meet their challenges.

Confidence: Helping children to build up their confidence so they are always willing to try and persevere on tasks when they need to. To give children the confidence to ask for help or stand up for what they believe in.

Family: Helping children to identify and respect the many diversities of families in our local community and in the wider world.

Cultural capital:

Children understand that their cultural origins are valued and respected. At St. Anne we implement an equal opportunities programme where all backgrounds and lifestyles are celebrated and understood. Inclusion is paramount in everything we do.

Planning and sequencing:

Our RSE programme is an integral part of our whole school PSHE education provision. We plan using a combination of 3D Dimensions PSHE Planning as the main body for our teaching (Nursery through to Year 6.) Go-Givers and Christopher Winter Project for Drug/Alcohol and Sex and Relationship Education enhances our curriculum.

Knowledge and understanding of the world is taught in our Early years and this gives a basic understanding of RSE ready to lead into year 1.

Curriculum map:

The RSE Curriculum Map details how skills are developed and teaching is sequenced throughout each key stage. Every teacher has access to this within their PSHE file. Parents are able to view and download a copy through the school website.

As a school we follow The PSHE Associations guidelines and medium term plans. Children are taught SRE through three wider topics:

- Mental Health and Wellbeing (Autumn Term)
- Relationships (Spring Term)
- Living in the Wider World (Summer Term)

All year groups teach the same topics at the same time, this is to take advantage of related whole school assemblies and theme days.

Pupils in key stage 1 are taught about;

- Families and people who care for them
- Characteristics of a health family life
- Differences in families
- How caring relationships are important as they grow up
- Characteristics of friendships and how they are important in making us feel happy and secure
- Respect, loyalty, problems and difficulties in friendships and how to deal with them
- Behaviours and relationships online
- How to keep safe online
- How information is used and shared online
- The concept of privacy
- How to respond safely and appropriately to adults including whom they do not know
- Where to seek advice and support
- Mental wellbeing being a part of everyday life, in the same way as physical health
- A range of emotions that all humans experience in relation to different experiences and situations
- How to recognise and talk about their emotions, including have a varied vocabulary of words to use when talking about their own and others' feelings

Pupils in key stage 2 are taught the above, plus;

- How their increasing independence brings increased responsibility to keep themselves and others safe
- Differentiate between terms such as 'risk', 'danger' and 'hazard'
- What is meant by the term 'habit' and why habits can be hard to change
- Marriage and commitment including forced marriage
- Differences, including families, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability
- About the differences and terms associated with, sex, gender identity and sexual orientation
- The concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- Where to seek advice e.g. family, school and/or other sources
- People sometimes behave differently online including pretending to be someone else
- That the same principles apply to online relationships as to face-to-face relationships
- How information and data is shared and used online
- To judge feelings
- That bullying (including cyber bullying) has a negative and often lasting impact on mental wellbeing
- Privacy online

- The facts about legal and illegal substances and associated risks, including smoking, alcohol use and drug taking
- Personal hygiene and body changes
- Puberty and the menstrual cycle

The objectives are taught using a graduated approach throughout the year groups. Sequenced planning ensures that children's knowledge is built upon year by year and any previous knowledge is taken in to account.

Parents have a right to withdraw their children from all or any part of sex education, but not from the biological aspects of human growth and reproduction provided under the National Curriculum for science. It is statutory that ALL children receive relationships education at primary level.

Teaching staff receive suitable training, when available, to ensure they are able to deliver sex and relationships lessons effectively. Resources used are made available for parents to view and a meeting with parents is arranged prior to the Year 5/6 lessons.

Questions raised by pupils are dealt with sensitively and any questions concerning sexually transmitted diseases and contraception are answered appropriately if raised. Inappropriate or explicit questions do not have to be answered directly. Teachers use their own discretion in these situations.

Homosexuality is discussed at a level appropriate to the age of the children. Children are reminded that 'loving relationships' can be between a man and a woman or people of the same sex. Teachers again use their own discretion in these situations when responding to children's questioning. Children are taught to respect the life choices of others (including their sexuality). Homophobic bullying is discussed at a level appropriate the age of the children.

The portrayal of sex in the media is discussed at length in Y6. In particular, the portrayal of and over sexualisation of women is discussed and the impact this can have on the development young girls as they grow up.

At Year 6 teachers may, where appropriate, split the group according to gender to discuss issues relating to puberty and sex; however, this is not always the case.

Schematic links:

RSE is embedded throughout the PSHE scheme of work and strong curricular links are encouraged in other subjects. For example:

Cross Curricular links through ICT/Computing are used to teach the children about safe guarding themselves and others on line. Teachers will use the opportunities to teach RSE through Science in particular the biological aspects of human growth and reproduction.

A range of teaching and learning styles are implemented to engage the children and to involve them in being active participants through group discussions, interpretation of life events and how conflict can be resolved.

RSE is taught through SMSC. Children learn about diversity and cultural differences and our relationships with each other.

2. IMPLEMENTATION

The Headteacher is responsible for the effective delivery of the SRE curriculum. The governing body holds responsibility for the RSE policy. The RSE programme will be led by Suzie Bennett (PSHE Coordinator) and delivered by individual class teachers, it will be supported with PSHE assemblies, PSHE week, themed days and linked external visits to school.

The monitoring of Sex and Relationships education is carried out by the Head Teacher who reports to the Governors.

This policy will be reviewed on an annual basis.

The school aims to work in partnership with parents when planning and delivering sex and relationship education. This is achieved through:

- consulting parents over the development of the policy
- involving parents in viewing resources and discussing the SRE curriculum
- advising parents on how they can answer questions about SRE with their children at home.
- supporting parents in helping children cope with the emotional and physical aspects of growing up
- making alternative arrangements for pupils who are withdrawn from SRE lessons and providing DfES materials for parents who choose to withdraw their children.

High quality teaching and learning:

We will ensure high quality teaching and learning by ensuring RSE is an integral part of our whole school curriculum, delivering high quality, up to date sessions using appropriate resources and setting tasks that are challenging and engaging. Close monitoring and assessment will ensure progression and attainment.

Opportunities to develop subject specific literacy – oracy and vocabulary:

Circle time discussions are paramount in securing subject specific vocabulary, appropriate to each year group, to the RSE topic being taught. This will be enhanced with the use of year group specific displays which will include relevant vocabulary and their meanings.

Progress – knowing more and remembering more:

To ensure progress children will be given pre-learning tasks and at a later date after a topic has been taught a post learning task, this will show what the children have learned/ remembered.

Progress will be evident in children's talk, work and understanding of RSE topics.

Assessment for learning will be used to gain an understanding of children's' knowledge and understanding.

Assessment:

A simple assessment tool that identifies children's understanding through pre and post learning tasks is used. A grid style assessment that tracks children's knowledge of topics will be completed at the end of every unit taught will be available for the subject coordinator and the next year group teacher to enable them to triangulate further planning, assessment and attainment.

Learning environment:

Links to RSE/PSHE are evident in all class displays and learning areas throughout the school. The school visions and values, website and main entrance, school hall, corridors areas all have display links to PSHE.

Reading:

Reading is promoted though all subjects at St. Anne (Stanley). Through RSE/ PSHE guided reading is encouraged, due to its small group nature pupils feel comfortable asking and talking about issues that may arise in the PSHE curriculum or linked events to their own lives or the lives of others.

Inclusion:

Here at St Anne (Stanley) when teaching RSE we ensure that we comply with the requirements as set out in the Equality Act 2010. Under these provisions we ensure that we include all pupils and stake holders regardless of age, sex, race, disability, religion or belief, gender identity or sexual orientation. We adapt the way we teach the curriculum for pupils of all social and economic backgrounds and those with any forms of SEND. Our overall aim at St Anne (Stanley) is to ensure that EVERYONE is welcome.

During the planning and implementation of RSE in St Anne (Stanley), we are fully aware that every child, whatever their diverse learning needs, must be given the opportunity to achieve their full potential. At St Anne (Stanley) we will respond to the needs of children whatever their ability. We will ensure that we provide learning opportunities that enable all children to make progress by setting suitable learning challenges and responding to each child's different needs through differentiation of task, resources and outcome. E.g.

- Using appropriate vocabulary at varying levels of difficulty during lessons
- Modifying resources as expected in other curriculum areas
- Differentiating levels of written or oral questions for pupils
- Careful use of support for pupils with English as an additional language

It is important for the teachers at St Anne (Stanley) to have high expectations of all children but we also ensure that able, gifted and talented children have opportunities provided that develop and apply their particular capabilities. We provide teaching and learning experiences that encourage all pupils to think creatively, explore and develop ideas, and try different approaches. For example:

- They are encouraged to set their own questions, offer ideas, suggest solutions or explanations and reflect on what they have heard, seen or done in order to clarify their thoughts.
- Children are encouraged to work independently.
- Children are encouraged to communicate their understanding in a variety of ways.
- Children are provided with opportunities within PSHE to develop their skills in other areas such as (for example, opportunities to use initiative).

EAL:

At St Anne (Stanley) School we ensure that the teaching and learning of RSE is accessible to all pupils including those with EAL. This is done through whole class teaching, small group interventions or 1-1 interventions. We provide a supportive, inclusive learning environment that includes structured lessons to engage the children; active and engaging tasks which encourage all pupils to participate; teaching and learning strategies that are oral and interactive; support from other adults in the classroom to ensure the learning opportunities are maximised; subject specific language skills are made explicit and demonstrated by the teacher and opportunities for oral rehearsal in pairs and in small groups are planned for.

RSE is a tool used to give EAL children to get to know their peers and talk about their own cultures and beliefs. We work in partnership with EMTAS, The Salvation Army and the school PTA to ensure that children and families with EAL are supported and valued in our school.

SMSC/British Values:

In St Anne (Stanley) we ensure that we promote the spiritual, moral, social and cultural (SMSC) development of every child. As part of this, we actively promote the fundamental British values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs.

Enrichment:

Here at St Anne (Stanley) we ensure that our RSE is enriched by agencies and organisations such as; Barandos, Diversity Role Models, BullyBusters, Rainbow Smiles, Small Steps for Peace, Altru Drama, Brook Advisory, Merseyside Police, LFC Foundation, Everton in the Community and various authors/visitors to ensure a curriculum that is full of enhancements.

Homework:

Homework is not set specifically for RSE every week. It is given to children where and when necessary and always relates to the topic that the children have been learning.

3. Impact: what will our children look like?

In St Anne (Stanley) RSE is an integral part of the whole school curriculum and will give all children the opportunity to develop their confidence in understanding themselves, each other and their bodies.

Our children will know about physical, moral, social and emotional development, love and care towards others and about the teaching of sex. Through the teaching of sex and relationships education children will learn about attitudes and values, personal and social skills and will develop their knowledge and understanding.

Suzie Bennett (PSHE Lead Coordinator)

Date July, 2020

Date of next review July 2021