

Kentmere Academy and Nursery

SRE policy



Kentmere Avenue Rochdale OL12 9EE

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This policy has been developed in accordance with:- DfE:- SRE guidance 2000 (Ref: DfEE 0116/2000), NSPCC document:- 'Safeguarding in Education Service' May 2013, Brook/PSHE Association/Sex Ed Forum document:-Sex and Relationships Education (SRE) for the 21st Century, March 2014, and Rochdale LA guidance for writing an SRE policy from 'Talking SRE'.

2. Information about school.

Kentmere Academy values academic success and extra – curricular achievement equally. The school's holistic approach to education allows each individual to fulfil their potential and to develop skills and qualities to enter senior education and later the adult world with confidence.

Opportunities for the children's spiritual development will be provided across many areas of the curriculum

We seek to promote positive self –esteem for all pupils and the development of a caring attitude towards others. We have high expectations of children in both their work and behaviour

We believe that a welcoming and well-ordered environment is the best place to nurture secure and happy learners

We place importance upon the partnership established between home, school and the wider community

3. Context of Sex Education within the PSHE curriculum.

Our school aims and values underpin the ways in which we ensure a whole school approach to provide an effective taught curriculum for all our pupils and a sensitive response to pastoral issues.

We believe that pupils have an entitlement to learn about sex and relationships as part of the wider PSHCE provision. We acknowledge the vital role of parents and seek to support them through on-going consultation and ensuring that the policy reflects their views.

We aim to meet the needs of all our pupils and respond to the range of cultures and sexual diversity

Our aim is to:

- Provide an effective SRE programme which meets the needs of all our pupils;
- Provide opportunities for all pupils to understand themselves within the wider context of physical and emotional changes and to equip them with the skills and understandings to be confident with their own sexuality.

4. Organisation and planning.

- The named governor is Hannah Duffy.
- The teacher with responsibility for SRE is Hannah Duffy.
- All teachers are involved in delivering age and stage appropriate SRE to the Key Stage in which they are working.
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Teaching methods and approaches

As in all areas of the curriculum, teachers will use a variety of teaching and learning methods and approaches including discussion, project learning, DVD, circle time, group work, drama and role play. Assessment is planned as an integral part of teaching and learning. It is to be active and participatory, helping pupils to recognise the progress they are making in developing their skills, attitudes, knowledge and understanding including their contribution to learning.

In general, pupils will be taught in their normal mixed gender classes, although on occasion activities may be organised in single gender groupings to enable the pupils to focus on specific issues.

Staff training

We actively encourage staff training through our ongoing programme of continuous professional development for all areas of PSHCE to ensure that teachers are confident and skilled in the effective delivery of SRE.

Using outside speakers

We believe that the class teacher is the most appropriate person to deliver the SRE programme. However, staff will work closely with the School Health Team who support the delivery of the programme. The School Health Team is fully aware of and involved in the development of the SRE programme, its aims and objectives.

Content and organisation of SRE

The biological elements of SRE, including puberty and reproduction as set out in the National Curriculum Science Order are mandatory for all pupils. However parents have the right to withdraw their pupil from the non-statutory elements of SRE.

Different types of relationships are taught as part of LGBTIQ (Lesbian, bisexual, transgender, intersex or questioning).

SRE is broken down into year by year expectations – see appendices.

5. Legal aspects relating to SRE and cross referencing to other policies

The biological elements of SRE, including puberty and reproduction as set out in the National Curriculum Science Order are mandatory for all pupils.

In our school:

- Young people must learn about the nature of marriage and its importance for family life and the bringing up of pupil.
- Young people should be protected from teaching materials which are inappropriate, having regard to the age and the religious and cultural background of the pupils concerned

- Parents have the right to withdraw their pupil from the non-statutory elements of SRE.
- We ensure that pupils with special needs and learning difficulties are properly included in SRE.

Our policy complies with the new equality duty.

The Equality Act 2010 has three main aims. It requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristics and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

Specific duties will require schools to:-

- a) publish information to demonstrate how they comply
- b) prepare and publish equality objectives

Other school policies which this policy may be cross referenced to:-

- PSHCE
- Confidentiality
- Safeguarding/Child protection
- Anti bullying
- Teaching and learning
- Single Equality and Community Cohesion etc.

6. Creating a safe environment for teaching and learning

It is our aim that pupils feel confident and comfortable when asking questions both in class and around school. In most cases, pupil's questions will be answered openly and honestly. However, on occasion, pupils may ask questions that are not appropriate i.e. questions about a teacher's personal life or of a sensitive nature.

Teachers will develop a supportive climate in their classroom, with clearly defined ways of working and the appropriate language to use. In addition, staff have discussed a range of possible questions and have agreed that some questions may need to be answered on an individual basis and some may require a measured response appropriate to the maturity and level of understanding of the child. In some instances certain questions will require parental involvement.

7. Working with parents or careers

We as a school will work closely with parents and carers to raise the awareness of the breadth of SRE, how and when it is taught in school. The policy and programme of work is available to all parents and carers via the school website.

In addition, a range of materials is available on loan to parents and carers who wish to view the resources we use and to complement the work at home.

A brief summary of the SRE programme is included in the PSHCE Section of the school handbook.

We acknowledge in the handbook the right of parents/carers to withdraw their pupil from those aspects of the SRE programme not included in the NC science. We encourage all parents who have concerns to discuss these with the Headteacher / Deputy Head / PSHCE Co-ordinator.

8. Monitoring and Evaluation

The school is committed to delivering effective SRE for its pupils and recognises the value and importance of monitoring and evaluating the provision of SRE and the way in which all individuals are supported. The school has established an on-going process of monitoring the SRE programme through the work of the PSHCE Co-ordinator, which includes lesson observation, and teacher, pupil, parent or carer feedback.

The PSHCE co-ordinator reports findings to the Governing Body on an annual basis in order to inform future planning.

This policy will be reviewed on a two yearly basis and amended according to DFE and LA guidance.

9. Disseminating the policy.

All staff members and governors will receive a copy of the policy

The policy is included in the staff handbook

A summary is included on the website to parents and carers

Copies of the policy are also available free of charge from the school office on request

Appendices

Guidance on specific issues related to SRE are below.

For example:

- NSPCC Safeguarding in Education Service May 2013 – see document below

The role of schools in p
rotecting children fro

- Sex and Relationships Education (SRE) for the 21st Century – see document belo

Signed:



Sarah Isberg (headteacher)

Date: July 2017

Agreed by the Governing Body: July 2017

Review July 2019

