



Great Missenden Church of England Combined School

Sex and Relationship Policy

Policy Formation and Consultation Process

In the formation of this revised policy, pupils were consulted about their SRE needs through the student council and through questionnaires and an anonymous suggestion box (academic year 2014-2015). Parents were consulted on their views and the content of the SRE programme through an Open Forum. Teachers and non-teaching staff were consulted during inset, by means of discussion. The consultation has aimed to involve the whole school community. Their views were taken into account when developing both the SRE policy and programme.

It was considered during the review of the policy that it would be necessary to focus on how well the school supported factual information with opportunities for pupils to develop life skills. Also, it was considered necessary to review the level of explicitness of the programme due to the change in the amount of SRE pupils are exposed to by the media and other sources.

Aims and Objectives of the SRE Policy

The aim of this policy is to provide a working document that gives clear guidance to staff, parents and Governors for Sex and Relationship Education in Great Missenden Church of England Combined School.

SRE aims to equip all pupils with accurate, unbiased knowledge about sex and relationships and give pupils the opportunity to acquire life skills that will help them make good use of this knowledge.

At Great Missenden Church of England Combined School, the SRE programme ensures that pupils will revisit topics so they build upon their existing knowledge and skills throughout the school. Wherever possible, parental involvement in SRE is to be encouraged.

Moral and Values framework

Our school believes that SRE should be delivered within the following moral framework.

Our SRE programme promotes:

- Self respect
- Respect and tolerance towards others who may have different backgrounds, cultures, feelings and views.
- Taking account of other people's feelings

- Mutual support and co-operation
- Honesty.
- Accepting the responsibility for the consequences of our own actions.
- The right of people to hold their own views.
- Not imposing our views on other people.
- The right to accurate information about sex and relationship issues.

Equal Opportunities

Our school ensures that effective SRE is available to all pupils. Our SRE programme responds to the needs of individual pupils and takes pupils, cultures, faiths and family backgrounds into consideration. Pupils with special educational needs are given extra SRE support when needed.

Content/Learning Objectives of the SRE Programme

A scheme of work details the content of SRE (appendix I)

In Key Stage 2 the main focus is on preparing pupils for puberty and the emotions involved in such a major change. Throughout the programme, pupils practise life skills such as assertiveness, self-awareness, decision-making and consider all aspects of relationships and what affects them.

Where possible, pupils are taught by their own class teacher, as their familiarity with the pupils makes them best qualified to deliver SRE.

The content was decided in consultation with parents, governors, staff and pupils. Consideration of the pupil's social, physical and emotional maturity has been part of the development of the programme.

A parents' evening is held before the SRE programme is introduced to children, during which any related videos are shown to parents and their feedback and questions are dealt with.

Organisation of the SRE Programme

The PSHE co-ordinator (Miss Collins) is responsible for the co-ordination of SRE.

SRE is delivered predominantly in PSHE lessons to ensure a comprehensive coverage. However, consolidation and extension of SRE is found in Science, RE and during assemblies.

Ground rules will be developed during PSHE lessons based on respect. The only additional consideration specific to SRE ground rules, will be a need to prevent personal questions and the need to explain to the children that if a teacher suspects that they are at risk from harm, then they will need to tell another adult.

Most of SRE is delivered in mixed sex groups. However, sometimes both boys and girls cover the same material but are given the opportunity to discuss what has been covered in single sex groups, where they might feel more comfortable doing so.

The PSHE co-ordinator thoroughly reviews any potential resource to ensure that there is no stereotyping, bias or prejudice.

Evaluation of topics will be carried out annually and used to adjust the programme in future schemes of work.

Dealing with sex-related pastoral incidents

All staff have received training in dealing with sex-related pastoral incidents. Staff know that in dealing with any incident they:

- Don't rush into anything that they might regret later.
- Assess the seriousness of the situation sensitively and sensibly, take everything into account but don't exaggerate or overreact.
- Keep the welfare of the children as a focus.
- Consider the full range of options open to you.
- Consider and anticipate both the positive and negative consequences of your actions.
- Consult, and get support from, other colleagues.
- If necessary, refer to experts such as education welfare officers, social workers or educational psychologists.

Using visitors to deliver SRE

External staff are occasionally used to deliver aspects of SRE. They are always encouraged to organise a planning session with the class teacher to ensure that the input will be worthwhile and also to check the suitability of the content. All visitors are made aware of the SRE policy and all lessons are evaluated by staff. The visitor will be supervised by a member of staff at all times.

Confidentiality

Before each year group embarks upon its SRE programme, parents are informed, by letter, of their right to withdraw their child from SRE lessons. Parents are also invited to view all teaching resources that will be used in the delivery of their child's SRE.

Provision is made for pupils whose parents wish their child to be removed from SRE lessons. They can work in another classroom while their class' SRE is being delivered.

Child Protection Procedures

The school has designated members of staff (Miss Taylor and Mrs Taylor) who are responsible for child protection procedures. If a teacher suspects that a child is at risk from harm or neglect, they need to inform one of these people and record any evidence that supports their concerns.

Potentially Controversial and Sensitive Issues

Our staff have had inset training on the content of the SRE policy. Parents have been invited to view the policy, via a letter or by attending an open forum and a copy is always available for parents in the school office. Governors have responsibility regarding the production of the policy and have been involved in the reviewing process.

Monitoring and Evaluation

The PSHE co-ordinator will be responsible for reacting to the responses of the whole school community to the SRE policy and programme, which will be investigated every three years, taking account of the views of parents, pupils, staff and governors.

**Reviewed and updated by the Learning and Teaching Committee
January 2016**

Appendix 1

Curriculum Overview of SRE / PSHE

	Autumn Term	Spring Term	Summer Term
Pre-school / Reception	Growing plants Washing hands Keeping clean and healthy	Growing and eating healthy food	Family and ourselves Stranger danger
Year 1	Getting to know each other Making friends	Keeping clean Standing up for ourselves	Dealing with difficult feelings Taking responsibility
Year 2	Saving energy Staying safe	Thinking about money Fairtrade	Special people People and places
Year 3	Gifts and talents Falling out and making up	Similarities and differences Knowing where to go for help	Having a say SRE – Unit 1 (Living and Growing)
Year 4	Climate change Effects of drugs and alcohol	Budgeting Media and information	Recognising prejudice and stereotype Contributing to society
Year 5	Role Models Managing conflict	Risky choices Putting down and boosting up	Anti-social behaviour SRE Series 2: Relationships Changes Puberty Birth
Year 6	Sustainability and environmental awareness Drugs Ed: Keeping safe and dealing with pressure	Earning money Achieving goals Global trade and footprints	Transition to secondary school SRE Series 3: Growing up, developing a positive self-image, the power of the media, conception and pregnancy