



The Boston Witham Academies Federation

WYGATE PARK ACADEMY POLICY FOR SEX AND RELATIONSHIPS EDUCATION (SRE)

INTRODUCTION

Sex Education at Wygate Park Academy is complementary and supportive to the role of parents. Sex Education will start from the time the child enters the Academy and will be based on what experiences he/she brings.

Effective SRE is essential if young people are to make responsible and well informed decisions about their lives. It should be firmly rooted within the framework for PSHE/Citizenship and follow the National Curriculum.

The objective of SRE is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

The implementation of this policy is the responsibility of all members of staff and should be incorporated into the planning of both KS1 and KS2. It will be overseen by the Head of Academy SLT and the Teaching & Learning Lead.

When the policy refers to 'parents', this term also includes anyone with a parental responsibility i.e. carer.

DESCRIPTION OF THE SETTING

This policy reflects the character of our Primary school, a school with a PAN of 210 pupils which serves the local area. Around 48% of the pupils have English as an additional language with a diverse religious and ethnic mix. These pupils come from both private and social housing and range from 4-10 years.

VALUES STATEMENT

At Wygate Park Academy all children will have equal access to high quality SRE education that meets the needs of the diverse cultural mix in the school. The school will recognise, respect and support pupils with different abilities, levels of maturity and personal circumstances, for example their own sexual orientation and gender identity. It is not about the promotion of

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sexual orientation or sexual activity.

HOW THE POLICY WAS FORMULATED

- This policy was informed by reference to QCA/DFE Curriculum and Standards Guidance for SRE, Ref:DFEE 0116/2000. The 2010 Academies Act states that all schools must provide a balanced and broadly based curriculum which promotes the spiritual, cultural, mental and physical development of pupils at the school and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
- The DFEE National Science Curriculum was consulted for content relevant to SRE.
- The people involved in the consultation were the Executive Headteacher, Head of Academy, the Teaching & Learning Lead, staff, parents and the governing body and reflects all their views.
- The SRE policy from the secondary school within the Federation has been consulted to ensure that the pupils of Wygate Park are sufficiently prepared for their continued SRE education at KS3 and beyond.
- Documents consulted: (See Appendix 1)

ROLE OF THE PSHE COORDINATOR

SLT and Senior teachers will coordinate SRE as part of the PSHE curriculum. They will liaise with outside agencies as necessary. They will also be responsible for monitoring the planning of PSHE and the quality of lessons through lesson observations, planning and work scrutinies. They will be responsible for assessing training needs and be able to support staff who will be involved in delivering the SRE Curriculum. Class Teachers will work in partnership with parents, keeping them informed, offering support and acting as a point of contact and be responsible for assessing the learning needs and achievements of the children and adapting the program accordingly.

AIMS AND OBJECTIVES OF THE POLICY

The aim of the policy is to ensure that everyone is aware of the importance of SRE within the school and that it is delivered as part of the wider spiral curriculum. This would include the importance of values and individual conscience and moral considerations; the value of family life, loving stable relationships, including marriage, for the nurture of children; the value of respect, love and care; exploring, considering and understanding moral dilemmas; developing critical thinking as part of decision-making; developing children's self-esteem and self-worth; increase



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children's confidence in forming, maintaining and ending relationships.

To ensure that pupils become aware of their own emotions and how to manage them and relationships confidently and sensitively; develop self respect and empathy for others; to make choices based on an understanding of difference and with an absence of prejudice; an appreciation of the consequences of choices made; managing conflict, assessing and resisting peer and social pressure; recognising and avoiding exploitation and abuse.

To ensure that pupil's learning and understanding about physical development occurs at appropriate stages, in key stage one it would include laying foundations of understanding about growth and change, developing strategies to stay safe and respect for one another. In key stage two it would include the preparation for the changes in puberty, reproduction and how babies are born, as well as learning about the influence of the media on young peoples' understanding of human sexuality and body image.

The school is to make sure it is aware of the use of emerging technology and its potential to affect the health and wellbeing of pupils.

MORAL AND VALUES FRAMEWORK

SRE should contribute to promoting the spiritual, moral, cultural, mental and physical development of all pupils and should prepare all pupils for the opportunities, responsibilities and experiences of adult life.

Pupils should be taught about the nature and importance of a loving relationship for family life and bringing up children. Therefore pupils should learn the significance of marriage and stable relationships as key building blocks of a community and society as a whole. Care needs to be taken to ensure that there are no stigmatizations of children based on their home circumstances.

The views and religious convictions of all pupils and their parents/careers will be respected.

CONTENT FOR THE SRE PROGRAMME

The combined PSHE and Citizenship framework at KS1 and KS2 is developed through four themes and makes clear what is appropriate in the early primary years and the transition year (Y6/Y7). These are:

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- Developing confidence and responsibility and making the most of pupils' abilities.
- Preparing to play an active role as citizens.
- Developing a healthier, safer lifestyle.
- Developing good relationships and respecting difference between people.

At Academy level SRE should contribute to the foundation of PSHE and Citizenship by ensuring that all children: develop confidence in talking, listening and thinking about feelings and relationships; are able to name parts of the body and describe how their bodies work; can protect themselves and ask for help; are prepared for puberty.

SRE will be delivered by the class teacher as per the PSHE schemes of work and topics will be repeated in a developmental programme to enable children to build on prior learning. If necessary, outside agencies (health professionals-the Academy nurse) will be used, particularly in Year 6.

SRE will be delivered through PSHE, Science, circle time, use of video materials and outside visitors.

Materials used across the Academy for SRE will be in accordance with the PSHE framework and the law. The Academy will ensure that pupils are protected from teaching and materials which are inappropriate, having regard to age and the cultural background of all pupils.

SPECIFIC ISSUES

Parents/carers

Parents are the key people in teaching their children about sex, relationships and growing up. All policies are available for inspection by parents/carers. The Academy will endeavour to work in partnership and consult with parents in order that the SRE programme will complement and support their role.

All parents/carers have the right to see materials and resources that will be used in delivering the SRE, especially before the transition year (Y6). Parents are invited to view the materials and have the opportunity to discuss the detailed content of what will be taught on an annual basis.

All parents/carers have the right to withdraw their child from all or part of SRE except for those parts included in the statutory National Curriculum. Where a parent does withdraw a child, they will be invited to discuss their decision with a member of the Senior Leadership Team. Alternative support will be offered to ensure the child receives relevant information in a format agreeable with the parent/carer.

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Staff

Teachers have a responsibility to ensure the safety and welfare of pupils and because teachers act in loco parentis, the personal beliefs and attitudes of teachers will not influence the teaching of SRE within the PSHE framework.

The Academy has a clear and explicit Confidentiality Policy which staff will follow in relation to matters connected to SRE. If abuse is suspected, teachers should follow the Academy's Child Protection and Confidentiality procedures.

Delivery of SRE is not the sole responsibility of the Academy. Parents and members of the wider community have much to offer. The Academy will work effectively in partnership with parents and others in the wider community. Health professionals, social workers, youth workers, peer educators and visitors all have a part to play in delivering SRE and will abide by the Academy's policy.

Pupils with special needs will receive SRE. Teachers may need to adapt the programme or plan and work in different ways to suit their needs or learning difficulties.

Clear ground rules about the parameters of the lesson content will be outlined to the children prior to a SRE lesson commencing. There will be an understanding that no personal questions will be answered and that inappropriate or disruptive comments or questions are not acceptable. If a teacher feels uncomfortable answering a question or feels it requires extra clarification, it is perfectly acceptable to seek further advice from the SLT, but reassurance should be given to the child that their question is valued and will be answered at a later stage.

An anonymous question box will be provided for questions that pupils do not feel comfortable asking in front of their peers. These questions will also form a basis for adapting the SRE curriculum to meet their needs.

If a member of staff feels that a child has disclosed any information that suggests that the child is at risk, then they will follow the guidelines in the school safeguarding policy.

SRE will be taught in mixed gender groups, but opportunities will be given for boys and girls to ask gender specific questions in single gender groups.

RESOURCES



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Resources used for the teaching of SRE will be reviewed by the Teaching & Learning Lead and staff. Resources will be appropriate, having regard to the age and cultural background of the pupils concerned. The school will also make sure that pupils do not have access to inappropriate material on the internet. Parents will be invited to view resources and materials used.

MONITORING AND EVALUATION

The policy will be reviewed every 2 years, or earlier, if there is a change in legislation or guidelines.

The SRE policy should be read in conjunction with the policies for:-
Confidentiality, Drugs and Related incidents, Anti Bullying, PSHE, No-Smoking, ICT.

The Head of Academy, SLT and the Governing Body have responsibility for monitoring this policy.

This policy is for staff, pupils, parents, carers, volunteers, visitors and guest speakers. It is the responsibility of SLT to ensure that outside visitors, or anyone delivering part of the SRE curriculum, understands and adheres to the SRE policy.

A copy of this policy will be available at the school reception and will also be available to view on the school website. For parents where English is an additional language support will be available via the Heads of Key Stages.

The assessment and evaluation of the SRE program will be in line with current school AFL (assessment for learning) practices.

All policies are available for inspection by any parent/carer at all times and can be viewed on the 'P' drive by all staff.

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Appendix 1

Documents consulted in the development of the Academy's SRE Policy:

- *Sex and Relationship Education Guidance* : The Department for Education (2000)
- The DfE National Science Curriculum
- *Guidance on developing your 2013/14 PSHE Education Curriculum*
- *Guidance on producing your school's SRE policy - PSHE Association 2013*
- *Carlton Road Academy Policy for Sex and Relationships Education (SRE)*