



Viewley Hill Academy

SRE Policy

Approved by the Governors of Viewley Hill Academy on:20.1.14

Date	Amendment	Signed
14.10.15	Review by SIC <ul style="list-style-type: none">• change of EYFS to Early Years (EYs)• change of detail regarding KS2 curriculum to meet new national curriculum science coverage;	HM

Academy Ethos

At Viewley Hill Academy we aim to provide all pupils with knowledge and understanding of all kinds of relationships. We expect our pupils to form positive, tolerant relationships and teach them about respect for themselves and others and we aim to prepare pupils for the physical and emotional challenges of growing up. We deliver this learning through science, specific SRE and more general PSHE lessons.

Our Aims

- To provide the knowledge and information to which all pupils are entitled
- To clarify or reinforce existing knowledge
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities;
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support;
- To develop skills for a healthier, safer lifestyle;
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- To respect and care for their bodies;
- To be prepared for puberty and adulthood;

Teaching and Learning

Sex and relationships education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as a nurse. A range of teaching methods which involve children's full participation are used to teach sex and relationships education. These include use of video, discussion, looking at case studies, drama and role-play. Sex and relationships education is usually delivered in mixed gender groups. However, there may be occasions where single gender groups are more appropriate and relevant.

Early Years

Children learn about the concept of male and female and about young animals. In on-going PSHE work, they develop skills to form friendships and think about relationships with others. They will also be taught:

- to recognise, name and deal with their feelings in a positive way;
- to think about themselves, learn from experiences and recognise what they are good at;
- to agree and follow rules for their group and classroom and understand how rules help them;
- to be able to name their body parts;

Key Stage 1

Through work in science, children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety. Children will be taught:

- to take part in discussions with one other person and the whole class;
- to recognise choices they can make and recognize the differences between right and wrong;
- to agree and follow rules for their group and classroom and understand how rules help them;
- that family and friends should care for each other;
- to maintain personal hygiene;

Key Stage 2

In science, children build on their knowledge of life cycles and learn about sexual reproduction in animals in Year 5. In this year group children are also taught about the physical, emotional and social changes at puberty, which include the importance of personal hygiene. In RE, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures. Sex and relationship education should focus on the development of skills and attitudes, and not just the acquisition of knowledge. Children will be taught:

- to talk and write about their opinions, and explain their views on issues that affect themselves and society;
- to research, discuss and debate topical issues, problems and events;
- why and how rules are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules;
- to resolve differences by looking at alternatives, making decisions and explaining choices;
- to recognize the different risks in different situations and then decide how to behave responsibly, and judge what kind of physical contact is acceptable or unacceptable;
- to recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way;
- what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health and how to make informed choices;

- that pressure to behave in an unacceptable or risky way can come from a variety of sources including people they know, and how to ask for help and basic techniques for resisting pressure to do wrong;
- that their actions affect themselves and others, to care about other people's feelings and try to see things from their point of view;
- about how the body changes as they approach puberty;
- to be aware of different types of relationships including marriage and those between friends and families, and to develop skills to be effective in these relationships;

It should be noted that these points are taught throughout Key Stage 2, and sensitivity and teachers' professional judgment are used to decide when the children are ready for particular messages, such as discussing puberty.

Year six children will, in addition, have a programme of study targeted particularly at their age group, covering issues such as personal hygiene and periods. This work is led by School Health nursing staff.

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions, for example the use of an anonymous question box as a distancing technique. Teachers will endeavour to answer questions as honestly as possible, but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

Legal Requirements

The National Curriculum 2014 states : *All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Sex and relationship education (SRE) is an important part of PSHE education.*

Equal opportunities

Every child is entitled to receive SRE, regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children. It is our intention that all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development, including differentiated provision if required.

Special Educational Needs

Teaching and resources will be differentiated as appropriate to address the needs of children with Special Educational Needs in order for them to have full access to the content of sex and relationship education.

Specific Issues

- **Parental consultation**

We work closely alongside parents in order that they recognise the importance of this aspect of their child's education and fully support us.

- **Child Protection / Confidentiality**

All those delivering SRE need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Should this situation arise, the staff member will inform the Head Teacher /Designated Child Protection person in line with the academy procedures for child protection and safeguarding. Staff would make it clear to a child at this point that confidentiality cannot be assured if concerns exist. All members of staff at Viewley Hill have completed Safeguarding training.

Monitoring and evaluation

Monitoring the implementation of the academy's SRE policy is the responsibility of the SRE subject leader, Mrs Dowson, under the remit of PSHE, and the Headteacher. Policies and procedures are regularly reviewed to ensure that they continue to provide best practice for the staff and pupils of Viewley Hill Academy.