



SRE Policy

This policy covers our approach to teaching primary and secondary aged pupils SRE. *Governors have approved the policy.* The policy can be found in the school handbook, on the school website and put into practice during lessons.

Aims and Objectives

In teaching SRE at Tor View School we aim to:

- prepare our pupils for the opportunities, responsibilities and experiences of adult life.
- educate our pupils to respect and understand themselves and others including those of the opposite sex.
- educate our pupils so they will become confident, responsible young adults capable of forming and sustaining healthy relationships.
- provide knowledge and information to which all pupils and students are entitled.
- clarify and reinforce knowledge which pupils/students have already acquired.
- raise the pupils/students' self-esteem and confidence, especially in their relationships with others.
- help pupils/students to understand their sexual feelings and behaviour, so that they can lead a fulfilling life.
- develop the skills (language, decision making, choice and assertiveness) which are necessary in a range of situations.
- promote acceptable and appropriate behaviour in public and private situations.
- give pupils/students the skills necessary to avoid exploitation, misunderstanding and abuse
- give access to information and facilities appropriate to individual needs.
- provide pupils with MLD & SLD with the correct vocabulary to know the main body parts and begin to develop an understanding about puberty by the end of year 6.

Rationale

We believe it is important that SRE is taught every year to our pupils and students for them to gain the knowledge and skills needed to be confident young people who know how their bodies will inevitably change. We want to prepare our young people and give them the skills to grow up safe and happy. We will ensure

the best interests of the children and young people are maintained and we will encourage children and young people to talk to their parents and carers.

If a parent requests their child to be withdrawn from the SRE lessons, they will be invited into school to discuss the situation with the Principle/Headteacher. If a child / young person is withdrawn from sex education we would be unable to prevent the child / young person from asking their peers what they had learnt in the lesson.

Classroom Organisation / Teaching and Learning Style

We will create a safe and supportive learning environment for pupils and students before the start of an SRE lesson. We will ensure that any pupils or students who indicate they may be at risk will get the correct support they need.

Sex and relationships education will be taught:

- Early Years Foundation Stage SRE is taught through Personal Social and Emotional Development. Pupils will be identified and learn boys' and girls'.
- In KS1 and KS2, as part of NC Science and also in PSHE with additional discrete lessons at Years 5/6 as necessary.
- In KS3, as part of NC Science and in a series of discrete lessons as part of PSHE.
- In KS4 pupils will have 1 lesson per week which will run for the academic year. PSHE will be taught as a separate lesson.
- KS 2 – 3 will do SRE in the first half term of spring and summer each year.

All teachers who teach this subject will meet before the lessons go ahead to look at all the resources we have available and to ensure a timetable is devised so lessons are not taught at the same time. Staff will decide on the most effective methods in the classroom. Priority will be given to the delivery of information in ways that are supportive, easy to understand, appropriate to the pupil's age, physical development and cognitive ability. We are aware that the teaching of Sex and Relationships Education to pupils and students with learning difficulties may need to be more direct than in other types of school. We support the use of correct vocabulary and visual material which is clear and unmistakable.

A wide range of teaching and learning styles will be employed as in all aspects of the curriculum including: group work, individual, mixed or single gender groups. In Primary, class teachers teaching Sex and Relationships Education may decide to work on a team teaching basis or observe a more experienced member of staff before they commence with their lessons. Experienced HLTA's who have been on training will teach SRE in school when needed.

Some teachers may need support and training to deliver the programme sensitively and effectively. This may be achieved by INSET, outside visitors or services. Staff who are expected to teach Sex and Relationships Education lessons will be supported by their colleagues and have the opportunity to attend training as appropriate.

Teaching Methodology

A letter must be sent home prior to the SRE lessons to inform parents and carers. Each SRE lesson must begin with ground rules allowing the pupils to feel at ease for them to participate and engage within the lesson. We will assess children at where they are and what they already know. We will use this to inform planning and next steps. Planning will be annotated as the weeks progress as it is a working document. Pupil's questions will be answered honestly. It is the discretion of the teacher teaching the lesson whether they answer the pupil/students question as a whole group or one a 1:1 basis.

Teachers who are concerned about the safeguarding of pupils/students will be referred to a DSL and the procedure for Child Protection will be followed on the same day. Confidentiality in such cases will be paramount.

Lessons will be differentiated to meet the needs of the pupils. We treat all pupils and students equally and everyone as an individual. This will be put into practice and can be seen during lessons. We will use PSHE lessons as a vehicle to address diversity issues.

Assessment

All pupils work must be clearly annotated stating whether the work was done independently or with support, following the schools marking policy. Evaluations from medium term planning will support the delivery of future lessons. Pupils and students will be assessed 3 times a year and levels will be recorded in the IPRA document. Any pupils identified within the lessons who seem to be struggling will receive additional support. Pupils will receive intervention if they have been identified in IPRA as not on target.

Monitoring

Staff who teach SRE will be observed once a year. Feedback, support and advice will be given after a lesson observation. There will be support from the subject leader and termly meetings to ensure staff are confident and comfortable teaching the subject.

Cross-Curricular Links

Where possible we will make cross-curricular links, majority of the time SRE has close links Science and English, especially speaking and listening.

	Name/Initials:	Date:
Written By:	S Dillon	Sept 12
	SD	Jan 14
	SD	Feb 16
	SD	Sept 16