



**SEVENOAKS**  
PREPARATORY SCHOOL

**Sex and Relationship Education (SRE) Policy**

**Introduction**

It has been decided to develop a Sex and Relationship Education, SRE policy to complement the Spiritual, Moral, Social and Cultural Development (Personal, Social, Health Education, PSHE) policy at the school.

The school has consulted Teaching Lifeskills, and has developed the following policy, having consulted the DfEE (ref: DfEE 0116/2000) and DfES (SRE Policy Formation and Practice).

Information from previous Teaching Lifeskills assessments year 5-8 and parent information evenings, have contributed to this policy.

Copies of current school policies are available to view on the school website.

This policy will be reviewed annually.

Date: September 2011

Review date: September 2012

**Definition of SRE:**

.....is equipping young people with the information, tools and confidence to manage their lives as they move through puberty and adolescence to adulthood. It is giving them the knowledge to help them understand their bodies and the skills to manage all relationships. (Teaching Lifeskills, 2010)

It is about understanding the importance of marriage for family, stable and loving relationships, respect, love and care. (DfES, 2000)

**Aims of our SRE policy**

In accordance with the schools PSHE policy, “Way of Life” and “Golden Rules” (please refer to school website), the aim and objective of SRE at our school is to help and support young people through their physical, emotional and moral development.

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An effective programme, will be stimulating and provide a supportive learning environment in which young people learn how to respect themselves and others and move with confidence from childhood through adolescence into adulthood. This is supported by the school's existing PHSE framework.

Effective SRE will develop the following individual skills:

- Valuing oneself as an unique individual
- Keeping oneself and others healthy and safe
- Communication
- Decision making and assertiveness
- Knowing how and where to gain relevant information
- Understanding the influence of sexualisation in society today

### **Partnership with parents and carers**

The school recognise and appreciate the role of parent/carer as the main provider of SRE. The programme of SRE at school, aims to build on the foundations already laid down at home.

All parents/carers of children receiving SRE at school will be given the opportunity to attend information sessions where content and methodology will be explained. Feedback at these sessions will aid the review of the SRE policy and programme.

The basic biological aspect of reproduction is taught within the science curriculum; these lessons are statutory. However, if a parent/carer wishes to withdraw their child from other SRE lessons, they need to have a discussion with the headmaster, so that he can be made aware of the reasons and what provision of alternative arrangements is planned.

### **Moral and values framework**

The focus on teaching SRE is within the context of relationships with the aim to develop self esteem, emotional well being and the ability to form and maintain worthwhile and satisfying relationships.

Please refer to our detailed PSHE policy, which outlines our moral and values framework, under which SRE is taught.

### **Religion and Ethnicity**

Whilst our school population may not be particularly diverse in religious, ethnic or cultural terms, we seek to recognise the diverse beliefs of our religious and minority ethnic communities, and aim to value and celebrate their cultural diversity. The SRE lessons delivered at our school will reflect the above statement.

### **Links with other school policies**

For specific details about possible related issues, reference should be made to our other relevant school policies on

- Anti bullying
- Child Protection
- Discipline
- PSHE

### **Organisation of SRE**

Aspects of SRE are taught within RE, PSHE and Science classes. The majority of SRE lessons are delivered by an external organisation, fully qualified and trained to deliver effective SRE. They are briefed on our school policies and work within the values and moral framework of the school

Head of PSHE works closely with any external organisation, ensuring good communication at all times.

A SRE needs assessment, in accordance with the appropriate key stages of the National Curriculum, is carried out and analysed, providing a platform on which a programme of classes for each individual year group can be taught.

The SRE programmes are delivered using experiential, interactive and age appropriate teaching methods, to fully engage individuals in the learning process. Group forming, class ownership as well as gender segregated classes form part of this learning method.

SRE can be an emotive subject, and it is important to ensure children are working in a healthy and safe environment, where their integrity is protected, respected and valued. A vital part of the class ownership is based on creating a healthy and safe studying environment using a working agreement with the children. The working agreement is known as “Ground Rules”. The creation of this agreement is a result of a thorough discussion with the children prior to any SRE. The agreement will continuously be referred to throughout the course of SRE lessons, and includes consequences, such as warnings and exclusion from SRE, if the working agreement is compromised.

#### Assessment and Evaluation of SRE.

The teaching is based on continuous evaluation and monitoring through pupil assessment and reflection. This will aid the children’s understanding of SRE and ensure the programme remains sustainable.

Assessment is a process through which judgements are made about an individual’s learning and development. Evaluation is a process through which judgements are made about how effective particular teaching approaches, activities and materials meet specific learning objectives.

Evidence shows that both processes are important in developing effective work on any topic. As SRE is a difficult subject to formally assess, this will be approached as

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an ongoing process involving a range of techniques and activities involving self-review, reflection and teacher observation.

Samples of work produced during SRE lessons will be displayed where and when appropriate.

### **Staff involvement**

All staff are regularly briefed on SRE teaching methods and content of classes. A member of staff will be present during any SRE taught by an outside organisation. Teachers are always encouraged to observe SRE classes whenever possible to encourage a greater understanding of the subject.

### **Confidentiality**

The designated Child Protection Officer will brief any external organisation, to ensure they are familiar with our policies and expectations regarding correct practice and how to respond to issues that may relate to Child Protection matters.

Pupils may ask questions or seek information, which may be of a sensitive nature. These questions need not be answered directly, but may be addressed individually later, possibly after consultation with an appropriate member of staff.