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| Piddle Valley CE First School is a Rights Respecting School.  We work together to learn about and respect children's rights both locally and globally.  Our SRE policy reflects the following articles:  ‘Article 6: You have the right to life and to be healthy.’  ‘Article 13: Your right to have information’  The aim of this policy is to provide a shared approach across the County, enabling young people to benefit from a consistent message and allowing parents to have confidence in the programmes being delivered in schools.  This document relates to Piddle Valley CE First School and SRE practise in this setting.  What are the statutory requirements?  • It is compulsory for all maintained schools to teach the biological aspects of  sex education covered in National Curriculum Science.  • From January 2012 Ofsted will evaluate the extent to which pupils are able  to understand and respond to risk, for example; relationships (including  sexual relationships), as part of the ‘Behaviour and Safety’ element of the  new Inspection Framework. In addition the extent to which a school  promotes the ‘spiritual, social, cultural and moral development’ of pupils will  form part of the overall judgement on school effectiveness.  • Primary and secondary schools are required to have a policy on sex  education.  • Academies must give due regard to the government SRE guidance (2000).  • The Equality Act (2010) stipulates that RSE issues are taught in a way that  does not subject pupils to discrimination.  • Schools must ensure the wellbeing of pupils (Children’s Act 2004)  The policy has taken into account findings from Sex and Relationship Guidance DfES 2000, the National Teenage Pregnancy Strategy, National Healthy Schools Programme and Ofsted research ( Not good enough: PSHE Education in Schools, May 2013). It is interesting to note that there is a close correlation between the overall grade a school receives in their Ofsted inspection and their grade for PSHE. A recent Department for Education (DfE) research report stated that:  *‘ Children with higher levels of emotional, behavioural, social and school well-being on average have higher levels of academic achievement and are more engaged in school, both concurrently and in later years’.*  Key findings from Ofsted Report May 2013   Sex and relationships education required improvement in over a third of schools.   In primary schools too much emphasis was placed on friendships and relationships, leaving pupils ill-prepared for physical and emotional changes during puberty, which many begin to experience before they reach secondary school.   In secondary schools too much emphasis was placed on ‘the mechanics’ of reproduction and too little on relationships, sexuality, and the influence of pornography on students ’understanding of healthy sexual relationships, dealing with emotions and staying safe.   Lack of high-quality, age-appropriate sex and relationships education in more than a third of schools is a concern as it may leave children and young people vulnerable to inappropriate sexual behaviours and sexual exploitation. This is because they have not been taught the appropriate language or developed the confidence to describe unwanted behaviours or know where to go to for help.   Outside speakers make a valuable contribution by bringing a wide range of expertise and life experiences to the SRE programme.   Too many teachers lack expertise in teaching sensitive and controversial issues.   Teacher expectations were low, previous learning was not checked and work was repetitive and unchallenging.  This Consultation Process has involved:   School representatives from all key stages   Governors   Student focus groups   School nurses   Public Health  **What does the evidence tell us about SRE?**   When leadership within a school and a local authority actively supports the delivery of PSHE, the quality of SRE increases.   Schools in England with good quality SRE programmes have successfully contributed to reducing local rates of under-18 conception and increasing levels of attainment.   Young people who have a broad programme of SRE that starts early in schooling, are more likely to delay having sex until they are older, use contraception, and have fewer sexual partners.   SRE is more effective if home and school work in partnership.  **Definition of Sex & Relationship Education (SRE)**  Sex and relationships education (SRE) is lifelong learning about physical, sexual, moral and emotional development. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.  Principles and Values  **SRE should**:   Be an integral part of the lifelong learning process, beginning in early childhood and continuing throughout adult life   Be an entitlement for all children and young people; those who are heterosexual, lesbian, gay or bisexual; those with physical, learning or emotional difficulties; and those with a religious or faith tradition – everyone whatever their background, community or circumstance   Be provided within a holistic context of emotional and social development across all settings.   Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment   Recognise that the wider community has much to offer (e.g. outside agencies)  SRE should not be delivered in isolation but firmly embedded in all curriculum areas, including PSHE and citizenship. At Piddle Valley CE First school the main content is delivered through the Jigsaw programme.  **Rationale**  The aim of this Dorset SRE policy is to equip all young people with the relevant knowledge, attitudes and skills to make informed decisions regarding their sexual health and relationships throughout their lifetime.  The three main elements involve:  (these will be dealt with and taught on an age-appropriate basis)  Knowledge and understanding   learning and understanding physical development at appropriate stages   understanding human sexuality, reproduction, sexual health, emotions and relationships  Attitudes and values   learning the importance of values and individual conscience and moral considerations for the nurturing of children learning   the value family life, and stable and loving relationships   exploring, considering and understanding moral dilemmas   challenging myths, misconceptions and false assumptions about normal behaviour   learning the value of respect, love and care   develop critical thinking as part of decision making  Personal and Social Skills   learning to manage emotions and relationships confidently and sensitively   learning to make choices and considering consequences of choices made   developing self-respect and empathy for others   managing conflict   empowering students with the skills to be able to avoid inappropriate pressures or advances   learning to recognise and avoid exploitation and abuse  Aims & objectives:  Piddle Valley CE First School ensures that all pupils:  ❏ 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 and support  ❏ Are prepared for puberty.    Learning Outcomes  The Jigsaw PSHE curriculum gives a basis for Piddle Valley First school to plan schemes of work so as to develop the knowledge and understanding, values and attitudes and personal skills in SRE. They draw on DfE and other guidance on SRE and reflect on the statutory framework for PSHE.  SRE that starts early in school can help protect children and young people from sexual exploitation and abuse by supporting them to learn what is safe and unsafe and how they can get help if they need it.  **School Context and staff responsibilities**  **Safeguarding and confidentiality**  Teachers and other adults working in schools should be absolutely clear about the boundaries of their legal and professional roles and responsibilities if disclosures are made. (Refer to The Dorset Safeguarding Children’s Board Procedures).  Teachers and other adults in schools should not offer or guarantee absolute confidentiality. A clear and explicit confidentiality policy which children, young people and parents understand should ensure good practice throughout the school. It should indicate the protection procedures, personal disclosures by children and young people and the role of health professionals working in schools.  The Role of Stakeholders   To acknowledge and compliment the role of parents/guardians as sex educators and to work with them   To fulfil our statutory requirement to produce this policy and make it available   Keep parents informed through information evenings and publication of this policy on the website.  Curriculum Organisation  The school will ensure that the provision of the Equality Act 2010 is met so that issues are taught in a way that does not subject students to any form of discrimination.  The school will ensure that students are taught in age appropriate groups giving consideration to the needs of students regarding:-  Gender  Religious and cultural background  Education needs  Disability  Schools should aim to provide staff training and support to ensure a range of teaching strategies specific to the needs of the students within their school.  The views of the students should be considered and respected when planning the programme.  All SRE issues are taught without bias  **Classroom Practice**  Staff will establish clear parameters of what is appropriate and inappropriate in a whole class setting. When delivering SRE it should be common practice that:   No-one (staff, student or visiting speaker) will have to answer a personal question;   No-one will be forced to take part in a discussion;   The correct names for body parts will be used;   Sensitivity will be shown towards those of particular faith backgrounds;   Nothing should be said that could be construed as embarrassing or offensive.  If a question is too explicit, seems too old for the student, is inappropriate for the whole class or raises concerns about sexual abuse, it should not be answered in front of the whole class. In cases of concern over sexual abuse, the child protection procedures should be followed and a referral made to the DSL or Deputy DSL.  It is natural for caring adults to want to protect children and young people from information, attitudes and lifestyles which they themselves find distasteful. However, it is important to recognise the power and confusion of informal learning from, for example, television, magazines, newspapers, gossip, jokes and the internet. SRE should be about dispelling myths, reducing fear and anxiety, clarifying understanding and counteracting prejudice.  **Withdrawal from SRE lessons**  Parents/carers have the right to withdraw their children from all or part of the Jigsaw - Sex and Relationships Education provided at school except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the Head teacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school SRE programme or who wish to deliver SRE to their children at home.    **Drug and Alcohol Education**  Definition of ‘Drugs’:  This policy uses the definition that a drug is: ‘A substance people take to change the way they feel, think or behave’ (United Nations Office on Drugs and Crime). The term ‘Drugs’ includes  • All illegal drugs  • All legal drugs including alcohol, tobacco and volatile substances which can be inhaled  • All over-the-counter and prescription medicines  Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being.  **Moral and Values Framework**  The Drug and Alcohol Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:  o Respect for self  o Respect for others  o Responsibility for their own actions  o Responsibility for their family, friends, schools and wider community  **Monitoring, evaluation and review of SRE**  All schools should implement systems which track pupil progress and assess knowledge, learning and understanding in SRE. Lessons should be monitored to assess the quality of learning, identify deficiencies in training and resources and identify outstanding practice.  The health and social context of the local community and of individuals in the school should be well analysed to ensure that the programme meets pupils’ needs.  Regular and informed pupil, teacher, and parent and carer evaluations should be used to review and improve provision.  It is the responsibility of the PSGE co-ordinator to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning.  The Governors and Head teacher are responsible for overseeing, reviewing and organising the revision of the Sex and Relationship Education policy.  School leaders and their teams could use these characteristics to evaluate the quality of SRE in their schools:   Can students’ describe what they have learnt with maturity and enthusiasm?   Do the activities meet the needs of different groups and individuals?   Do teachers have excellent subject knowledge and skills   Are teachers skilful in teaching sensitive and controversial issues?   Is learning regularly assessed with staff having the same expectations as other in other subjects?   Is the curriculum innovative and creative with a balance of discrete lessons, cross-curricular themes, assemblies, themed days and external speakers?   Is the curriculum regularly reviewed and revised?   Does the subject have a high status that is central to the vision and ethos of the school?  Adopted by the Governing Body in : January 2015  This policy will be reviewed every two years.  It will next be reviewed by March 2017 |

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