

Witton Park

Academy

SRE POLICY

Reviewed April 2018

By Colum McCauley

Succeeding Together

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WITTON PARK ACADEMY

SRE POLICY

Introduction

Our school believes that its students have a right to the highest quality sex and relationship education as part of the overall Citizenship curriculum. Through this we will help them to develop the knowledge, skills and understanding they need to lead confident, independent and healthy lives

SRE will, as far as possible, support the importance of marriage or stable relationships, for family life and bringing up children. Within this, the school will ensure there is no discrimination of students based on their different home circumstances.

This policy is in line with SRE Guidance DCSF and Sex Education Forum related guidance.

Aims

- To deliver a sex and relationships education programme that values family life in its widest context, but also recognises the social, cultural and religious background of students and other members of the school community.
- To recognise, accept and reflect difference and diversity in the SRE curriculum.
- To provide education about sex and relationships which is delivered, both formally and informally, in a range of settings by a variety of people, including appropriate outside agencies, with a mutual comfort and confidence in its delivery.
- To provide education which delivers the information and skills required for students to protect themselves and, where they have one, their partner from unintended and unwanted conceptions, and sexually transmitted infections, including HIV.
- To form positive working partnerships with all those responsible for the delivery of SRE in our school.
- To build on what the students already know, understand, think and feel, helping and enabling them to mature in their changing world.

Objectives

- To generate an atmosphere where questions can be asked and answered openly without embarrassment, and where trust and confidentiality are considered.
- To encourage the development of personal skills, communication, negotiation, decision making, problem solving and assertiveness.
- To develop students' confidence and self-esteem.
- To enable students to develop their individual conscience and the skills to judge and what kind of relationships they want.
- To develop students' respect for themselves and others.
- To recognise, respect and accept the difference and diversity in others as well as accepting their own.
- To enable students to be aware of personal, psychological, emotional and physical changes in themselves and other.
- To enable students to understand the role and value of family life.
- To enable students to develop the skills and understanding to form positive, non-exploitative relationships which also promote mutual respect and sensitivity towards all.
- To enable students to develop the skills and understanding needed to help them avoid being pressurised into having unwanted or unprotected sex.
- To enable students to understand the need to take responsibility for their own actions in all situations.
- To enable students to recognise the risks of certain types of behaviour and the physical, emotional and moral implications in relation to this.

- To enable students to understand the process of reproduction.
- To counteract mis-information that may be gained from a variety of sources, and its impact.
- To enable students to be independent decisions makers.
- To enable students to know what is legal/illegal in matters relating to sexual activity and relationships.
- To inform students of where they can go for further information and advice.
- To regularly monitor and review the SRE programme to meet the needs of all our students.

Co-Ordination

The SRE curriculum will be co-ordinated by the Deputy Head Teacher Guidance together with HOW who will be responsible for:

- The planning and implementation of SRE throughout the school.
- Supporting teachers in the delivery of SRE.
- Managing SRE teaching resources, including purchasing and keeping up to date with new resources.
- Advising SLT of training and development opportunities locally and nationally.
- Leading a partnership approach with school nurses and other outside agencies.
- Monitoring and evaluating classroom practice.

Delivery

SRE will be taught as part of the Citizenship/Science and RE curricula will satisfy the National Curriculum Science order and will be delivered by appropriately trained class teachers who will be supported by the Deputy Head Teacher Guidance.

Staff Development and Training

The school recognises that, in order to properly implement and maintain this policy, there is a requirement to ensure that key staff, at least, have the opportunity to access appropriate and relevant training and development opportunities. This includes the consideration of SRE as a regular part of Inset planning.

The Context of SRE within the Academy

See Appendix 1.

Good Practice

At Witton Park Academy we recognise there are different teaching and learning styles which enable effective SRE. We acknowledge, as educators, the core education skills, which include practical skills, communication skills, decision-making skills, inter-personal skills, problem-solving skills and leadership skills. We will develop them with our students by

- Setting up ground rules.
- Differentiating learning.
- Using active learning methods, such as stories, mind mapping/thought showers, quizzes and questionnaires.
- Standpoint taking.
- Individual/paired/group work.
- Role play.
- Discussion techniques, debates, Socratic* and Fishbowl** discussions.
- Reporting back.
- Story boards, trigger drawings, situation cards, photographs and magazine articles.

- Videos and films.
- Sharing lesson objectives with students.
- Using distancing and de-personalising techniques.

Parental Involvement

The 1993 Education Act gives parents the right to withdraw their child from all or any part of the school's SRE programme, other than those elements, which are required by the National Curriculum Science Orders. This is made clear in the School Brochure. Where parents make such withdrawal requests the pupils concerned will be provided with an alternative classroom.

Use of Visitors

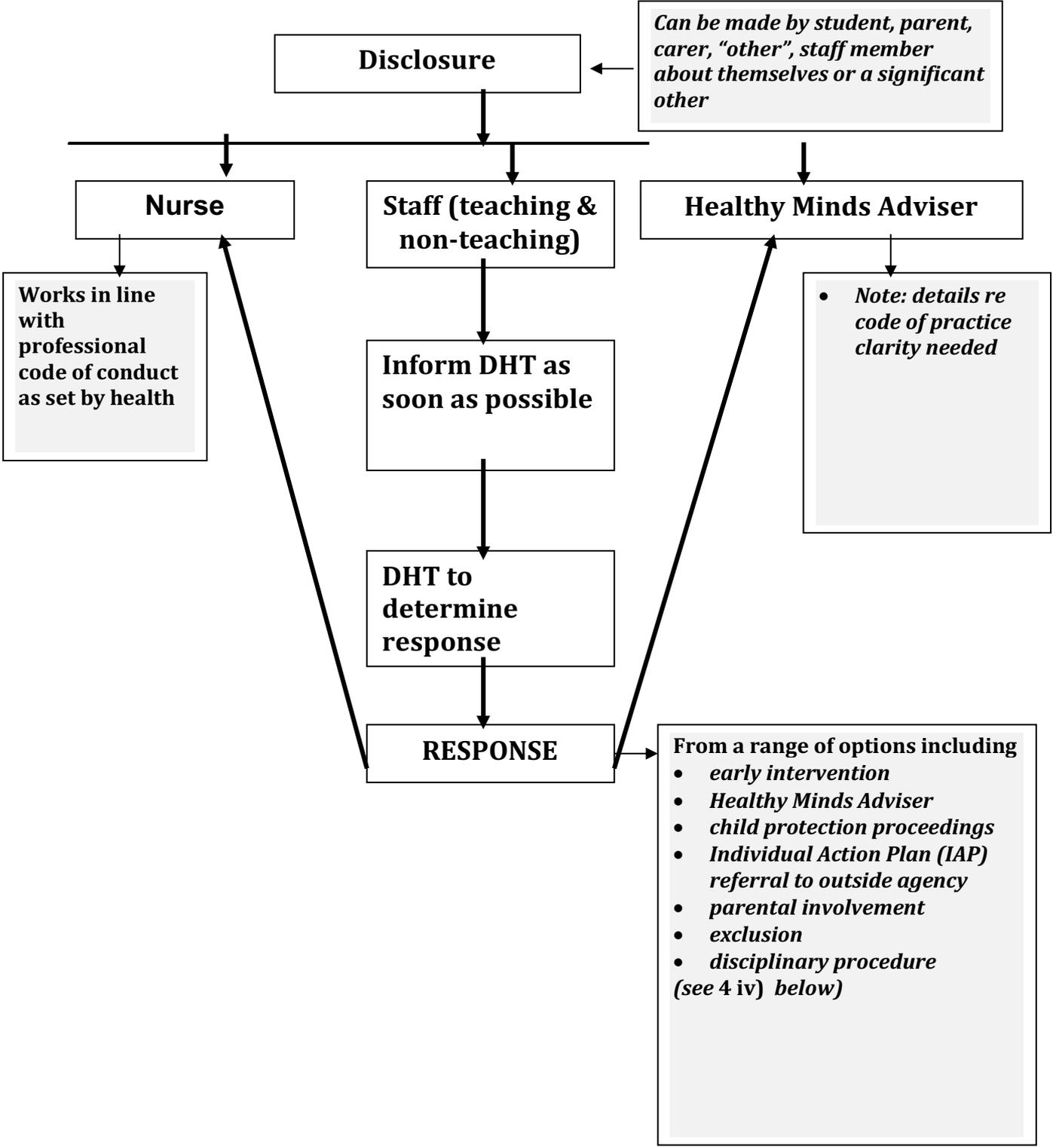
At Witton Park Academy we recognise the value of partnership working. We also recognise that visitors will work alongside the class teacher who will be present at all times. Visitors to the school will have been given a copy of the SRE policy before they work with the children and will have met the SRE lead/class teacher beforehand to discuss and plan the content of the lessons.

Dealing with SRE Related Disclosure

The following process will be initiated for any disclosure of the incidents listed by a first or third party:

- Child abuse
- Rape
- Sexual assault
- Pregnancy – including suspected pregnancy
- Prostitution
- Under-age sexual activity
- Homelessness

Any such disclosure will be treated sensitively and will not become public knowledge unless directed by the Deputy Head Teacher Guidance or the Head Teacher.



Reference to related policies:

- Drug Policy
- Child Protection Policy
- Equal Opportunities Policy

Evaluation and Review

Evaluation of the programme will be made by assessing the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained. Pupil evaluation will be monitored in line with other PSHE monitoring arrangements.

This policy will be evaluated and reviewed by staff, parents and governors annually.

**Reviewed by Colum McCauley
April 2018**

Date of next review: April 2019

*** Socratic discussion techniques**

This form of discussion is teacher-led with students working in 3's, being given a question to discuss for a short period of time (1 min), then sharing in the whole group before leading with another question which has led from the discussion.

**** Fishbowl discussion techniques**

This is a way of controlling discussion. Put not more than 6 or 7 chairs in an inner circle, with the rest in an outer circle. Discussion takes place only in the inner circle. A spare chair ensures that someone can come into the centre. At the same time, people in the centre can move out and allow others to contribute.