

### DEFINITION OF SRE

SRE is lifelong learning about physical, moral and emotional development. Its focus is on understanding the importance of family life, stable and loving relationships, including marriage, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It provides pupils with age-appropriate information and opportunities to explore attitudes and values in order to develop empowering skills, to make positive decisions about their behaviour that is related to health and to consider the qualities of relationships within families. It is not about the promotion of sexual orientation or sexual activity.

### PRINCIPLES

SRE is an integral part of the learning process, beginning in childhood and continuing into adult life. This programme of learning should be provided for all children and young people including those with physical, learning or emotional difficulties to encourage consideration of values, moral issues, sexuality, personal relationships and the development of communication and decision-making skills.

### AIMS

- to dispel myths, reduce fear and anxiety, clear up misunderstanding and counteract prejudice and misinformation
- to develop understanding and attitudes amongst the pupils based on values which prepare them to view sex and relationships in a responsible and healthy manner, without over-emphasising it in any way or encouraging unlawful sexual activity
- to promote self-esteem, emotional health and well-being and to help form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community
- to support the personal and social development, ensuring that all pupils have the ability to accept their own and others' sexuality, to express their sexuality in positive ways and to enjoy relationships based on mutual respect and responsibility, free from any abuse

### OBJECTIVES

- to provide the knowledge and information to which all pupils are entitled
- to clarify/reinforce existing knowledge
- to raise pupils' self-esteem and confidence, especially in their relationships with others;
- to help pupils understand and manage their emotions, their sexual feelings, behaviour and relationships so they can lead fulfilling and enjoyable lives
- to provide constant reassurance that change is part of the life cycle and to accept variation in rates of growth and development (physical, emotional, social);
- to give help and support in adjusting to such change and to provide help to gain access to information and support
- to develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media

- to learn to respect each other as individuals, and to encourage boys and girls to understand and honour one another
- to provide the confidence to be participating members of society and to value themselves and others
- to respect and care for their bodies
- to develop skills for a healthier safer lifestyle
- to be prepared for puberty and adulthood so that they may take their place in society as informed independent and responsible individuals throughout their lives
- to encourage pupils to respectfully consider the needs, opinions and rights of others
- to stimulate growing awareness of moral values so that pupils can accept full responsibility for their own actions
- to encourage appreciation of the value of a stable family life, marriage and the responsibility of parenthood

### **THE ORGANISATION OF SRE**

The SRE programme reflects the values of the PSHE and Citizenship programme within the Steiner ethos and is taught primarily within the relevant Main Lessons and the PSHE and citizenship elements of the Steiner curriculum. Most of the SRE curriculum is about relationships and making good decisions.

The teaching of SRE is (on occasion) supported by external experts. Where a visiting expert is engaged, that person will be made aware of the Academy's curriculum and ethos and will be met by a Senior Leader or the class teacher before any agreement of provision is made and approved by the Principal. In line with school procedures, a DBS check and verification procedures will be undertaken before working in school.

SRE issues, curriculum and approaches are included in the induction programme for all new members of staff. All teaching staff have regular updates so that they are confident and skilled to teach SRE sensitively and well.

### **MONITORING AND EVALUATION OF SRE**

Monitoring and evaluation of SRE is the responsibility of the Principal and named Governor. Effectiveness is judged through lesson observation, sampling teachers planning, questionnaires to teachers and pupils and feedback from parents. As a result of the monitoring and evaluation, any changes to the SRE programme/policy will be implemented if required.

### **TEACHING APPROACHES**

A variety of teaching and learning styles is used to give pupils relevant information; to enable moral issues to be explored through discussion; and to acquire appropriate skills. Pupils are generally taught in mixed-ability and mixed gender groups. Great care is taken to engender in pupils a respect for different attitudes and values with regard to religious and cultural issues. The programme is taught within a framework of 'loving and caring relationships'.

Teachers teach much of the SRE curriculum to their own class and use Science topics, e.g. life cycles, to teach aspects of reproduction but will answer questions as they arise at any time.

Some areas of the curriculum, e.g. puberty, are best taught in separate sex groups and may not be taught by the class teacher. Parents will be told when and how this topic and sexual reproduction will be taught, in order that they can support their children's questions at home.

### **SRE – PROGRAMME OF LEARNING**

Personal well-being and safety is brought by example to the young child and little by little this is introduced more consciously as the pupils grow older. Social education is intrinsic in the whole approach to pupils, pastoral care and behaviour code and management.

SRE is supported by the wider Steiner curriculum, incorporating Personal, Social and Health Education (PSHE), and is introduced at the appropriate stages, according to their developing needs. Much of the SRE programme is taught through the Science Main Lessons such as Health and Nutrition, Human Biology and Embryology.

**SRE in the Lower School** seeks to encourage listening to and caring for each other and the need for respect of feelings and relationships. It covers love and being in love; family and friends; difference and diversity, including disability, bullying and feeling safe.

**SRE in Classes 7 and 8** - separated lessons to enable privacy and open discussion are introduced. For girls, this will include the physical and emotional changes from girl to woman; menstruation; revisit hygiene; feelings; moods, friendships, respect; self-esteem. For boys this will include: physical and emotional changes from boy to man; revisit hygiene; feelings; moods, friendships, respect; self-esteem. Mixed Lessons have the opportunity for discussion on: sexual awareness; physical & emotional changes in adolescence; healthy eating revisited from. Main Lesson; eating disorders; drugs, includes smoking and alcohol.

**SRE in Classes 9 and 10** - mixed gender lessons cover: relationships, love and care and the responsibilities of parenthood as well as sex. Young people will develop a clear understanding of the arguments for delaying sexual activity and resisting pressure. SRE is linked with issues of peer pressure and other risk-taking behaviour, such as drugs, smoking and alcohol. It also covers sexual health; Sexually Transmitted Diseases; contraception; HIV & Aids; pregnancy / labour; parenting / breastfeeding; sexual behaviour & the law; abortion; drugs, smoking, alcohol and addictions; LGBTQI Issues / sexuality / difference and diversity; body piercing, tattoos. SRE includes lessons about controlling fertility.

### **CHILDREN WITH SEN**

SRE teaching and resources is differentiated as appropriate to address the needs of pupils with SEN in order for them to have full access to the content of SRE.

### **EQUAL OPPORTUNITIES**

The SRE programme endeavours to engage boys and girls equally well.

### **SRE AND PARENT/CARER**

The schools' prospectus includes information about the SRE programme and explains that it is designed to complement and support the parents/carers' role in educating their children about sexuality and relationships, recognising that the prime responsibility for bringing up children rests with parents/carers. Parents/carers are encouraged to discuss with the Class teacher/guardian their personal beliefs and attitudes regarding the teaching of SRE.

### **WITHDRAWAL OF PUPILS FROM SRE**

Under Section 241 of the 1993 Education Act, parents have the right to withdraw their child from any or all parts of the SRE programme. Any parent /carer wishing to do so is encouraged to discuss the matter fully with a Senior Leader prior to making a final decision. We encourage parents to discuss queries with us first so that they fully understand what is taught, when and how, as most of the curriculum is about developing relationships that keep children safe and support them to develop supportive, caring relationships for life.

We would like to make it clear that, if pupils are withdrawn and ask questions at other times, these questions will be answered honestly by staff. We shall endeavour to respect and protect the sensitivity of the child. Parents will be supported in teaching sex education at home, if they so desire.

Pupils who have been withdrawn by their parents from the programme are entitled to seek advice on this subject and may seek guidance as to where they may receive confidential information and treatment.

### **CHILD PROTECTION AND CONFIDENTIALITY**

Very rarely, child protection issues may arise during SRE and the school will work within the guidelines set out by the DfE's Child Protection Circular 10/95 – *"Protecting Children from Abuse: The Role of the Education Service"*, working with the designated teacher for Child Protection issues.

- It is only in the most exceptional circumstances that the school could be in the position of having to handle information without parental knowledge.
- We will reassure pupils that their best interests will be maintained, encouraging them to talk to their parents or carers and giving them support to do so.
- We will ensure that pupils know that teachers cannot offer unconditional confidentiality.
- We will assure pupils that, if confidentiality has to be broken, then they will be informed first and then supported as appropriate.
- If there is any possibility of abuse, the school's Child Protection Policy will be followed.
- We will ensure that pupils are informed of sources of confidential help, e.g. Counsellor, 'No Worries' Health Clinic, Professionals, GP.

This policy will be reviewed in light of any new requirements and DfE guidance, as well as parental consultation.

### Document Control

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| <b>Linked Policies</b> | PSHE & Citizenship            |
|                        | Equal Opportunities           |
|                        | Safeguarding/Child Protection |
|                        | Home-School Agreement         |
|                        | Behaviour                     |
|                        | Anti-bullying                 |
|                        | E-Safety                      |

Academies and Free Schools – Funding Agreement requires these schools to have regard to DfE guidance on Sex and Relationship Education.

<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DfES%200116%202000>

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|-----------------------------------|---------------------------------|
| <b>Designated Governor (role)</b> | Maureen Good                    |
| <b>Designated Staff member</b>    | Louisa Skinner Rich Crossley    |
| <b>Governor committee</b>         | Teaching and Learning Committee |
| <b>Date approved by Governors</b> | May 2018                        |
| <b>Review date</b>                | May 2020                        |