SRE Policy

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“Sex and Relationships Education is lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life; stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.” (DFE July 2000)

In section 2.1 of the National Curriculum framework (DfE, 2013) it states: ‘Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life
Under the Children and Social Work Act 2017 it states that the Secretary of State must by regulations make provision requiring relationships education to be provided to pupils of compulsory school age receiving primary education at schools in England. The regulations must provide that guidance given by virtue of subsection is to be given with a view to ensuring that when relationships education or relationships and sex education is given the pupils learn about —

- safety in forming and maintaining relationships,
- the characteristics of healthy relationships,
- how relationships may affect physical and mental health and well-being
- the education is appropriate having regard to the age and the religious background of the pupils

At Woodlands, we aim to provide a broad and balanced curriculum tailored to individual pupil needs, which will enable all children to achieve their maximum potential. We also strive to ensure that all pupils develop an enthusiasm for and a love of learning.

Parents and carers are the key people for their child’s learning about sex and relationships and schools should always work in partnership with home. Parents and carers need to know that the school’s SRE programme will complement their role and support them in the education of their child regarding sex and relationships. Woodlands school will ensure that parents’ and carers’ views are heard and that taught SRE is culturally appropriate and inclusive of all of our children.

**SRE at Woodlands**

Our pupils need help to learn about their bodies, their moods and feelings. They need help to cope with the changes which happen as they grow older. We want our pupils to develop positive attitudes, feeling good about themselves and about the people who are part of their lives including family, friends, school staff and carers. We also want to help our pupils to keep themselves safe.

We support them by giving them information in a way which they can understand and by providing plenty opportunities to make good relationships in school. We help pupils feel part of the school community, to treat one another with respect and to work and play together. Where possible we help our pupils to talk about their feelings and to think about the way they behave with other people.

**Our SRE Curriculum**
The curriculum at Woodlands is divided within Key Stage one and Key Stage two, we teach SRE as part of the PCSHE/Life Skills curriculum. In Key Stage One classes pupils learn about:

- Self awareness and self confidence (e.g. making choices)
- Relationships with other people (e.g. playing together)
- Developing independence (e.g. eating and drinking or helping to wash themselves)
- Understanding their bodies (e.g. recognising comfort and discomfort)
- Behaving appropriately with others

In Key Stage Two classes pupils learn about:

- Privacy and self respect
- Making positive choices
- Community living
- Feelings and emotions
- Keeping themselves safe

SRE is taught each half term for two weeks as part of the PCSHE curriculum for both Key Stage One and Key Stage Two. Teachers plan SRE lessons based on our medium term planning which is updated each half term and activities broken down for each of the different P Levels. Teachers select appropriate resources which are meaningful for the pupils and use visual, tactile and auditory learning. Pupils will need to handle and talk about real objects e.g. when learning about self care they will use deodorant sent from home.

When they plan SRE, teachers make sure that their lessons reflect the community in which are our pupils might live and the families they come from. For example, a lesson about social structures at home and at school, pupils will be finding out about their family members and what they do together as a family.

**Behaviour support**

Some of our pupils need additional support to learn how to behave within a group or to cope with the feelings and emotions linked to bodily changes and different emotional states. Class teams work with parents to agree on the behaviour they want the pupil to show. Positive support plans set out clearly how adults working with the pupil will help them learn to manage their behaviour and to express their needs and feelings in an appropriate way.

**Working with Families**

We know that is important to work with parents to teach our pupils about SRE. Parents are informed about the teaching of SRE through half termly topic
webs which are sent home at the start of each half term. Class teacher will meet parents to talk about the curriculum in more detail if parents would find this useful. Coffee mornings are arranged for parents and we often use this opportunity to carry out information mornings where we explain about our different areas of the curriculum. During our EHCP review meetings parents and professionals may talk about issues linked to SRE. Parents may ask for support with particular issues. Parents are also welcome to meet the class teacher or members of the senior leadership team if there is anything they want to discuss.

**Safeguarding**

We recognise that our pupils may be at extra risk because of their special educational needs. We believe that by teaching them to communicate, to make positive relationships in school, to manage their behaviour and to learn about themselves, we are helping to keep them safe. We train all staff on safeguarding when they join the school and arrange refresher sessions. We give staff clear guidance on the use of touch (care touch policy) and on supporting pupils with challenging behaviour (behaviour policy).