



# Upperwood Academy



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## Upperwood Academy SRE Policy

### Equality

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Upperwood Academy has a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive SRE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. Upperwood Academy has followed the Department for Education advice on The Equality Act 2010 and schools (DfE 2014b).

### School Setting

Upperwood Academy is a community school catering for boys and girls from the age of 4 to 11. The majority of children are from a white British heritage. There are some traveller pupils and Ethnic minority groups on roll.

The school is situated in the small village of Darfield, which is east of Barnsley. The schools catchment area is mixed, with privately owned houses and council properties. It is an area of high unemployment, but the proportion of pupils with statements is broadly average. Teenage pregnancy is high throughout the borough. Children's attainment on entry to school is below average particularly in communication, language and literacy.

### Aims and Objectives.

- To meet the requirements of the DfES guidance on SRE
- RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE)
- At Upperwood we want our children to learn to consider the feelings of others and be able to communicate their feelings. We want them to realise that they are special, and develop their self confidence. We want them to know that it is important to tell others that they are special too, and be sensitive to their feelings. We hope they will become aware that their actions will affect their own and other people's emotions, and that all people have the right to be treated fairly. We want our children to know it is acceptable to have a different opinion to other people.
- We want to develop an atmosphere where our children can talk to someone they can trust, and are able to approach any member of staff for help if it is needed.

- We want our children to know there are different types of pretending, and that some kinds of pretending might make them feel unsafe. We want our children to have the confidence to say 'No' to deal with pretending that makes them feel unsafe, and have the confidence to tell someone if they are worried or scared. We hope our children will learn the difference between good and bad secrets.
- We want our younger children to name parts of the body correctly as shown in the KS1 Science Curriculum. We hope they will develop some personal responsibility for their own health.
- We want our oldest children to know the stages of growing up, and know how their bodies grow and change as highlighted in the KS2 Science curriculum.
- We hope our children will develop language skills to be able to put their feelings into words, and share their feelings about changes. We want them to recognise there are different ways of coping with situations, and respect other people's ways of coping. We hope they will develop management of their own feelings, and have the confidence to seek help if they need it.
- We hope our children will develop the skills to make new relationships, and make them last. We also want to give our children the opportunity to talk about the emotions involved when a relationship goes wrong.

## Moral and Values Framework.

### Content Headings for SRE.

Our children will follow a Scheme of work working using the following headings. Some headings will be repeated throughout the children's time at Primary school as a developmental programme to enable the children to build upon prior learning.

SRE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

### Pupils should know:

Families and people who care about me.

That families are important for children growing up because they can give love, security and stability

The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives

That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care

That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up

That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong

How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

### Caring Friendships

How important friendships are in making us feel happy and secure, and how people choose and make friends

The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties

That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right

How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

### Respectful Relationships

The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

Practical steps they can take in a range of different contexts to improve or support respectful relationships

The conventions of courtesy and manners

The importance of self-respect and how this links to their own happiness

That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

What a stereotype is, and how stereotypes can be unfair, negative or destructive

The importance of permission-seeking and giving in relationships with friends, peers and adults

### Online Relationships.

That people sometimes behave differently online, including by pretending to be someone they are not

That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous

The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met

How information and data is shared and used online

### Being Safe

What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe

That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact

How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know

How to recognise and report feelings of being unsafe or feeling bad about any adult

How to ask for advice or help for themselves or others, and to keep trying until they are heard

How to report concerns or abuse, and the vocabulary and confidence needed to do so

Where to get advice e.g. family, school and/or other sources

### Year 1

Me and my relationships

Respectful relationships

Friends and friendships

families

Growing and changing

Keeping myself safe

### Year 2

Feelings and respectful relationships

Me and my relationships

families

Growing and changing

Keeping myself safe

### Year 3

Me and my relationships

Focus on feelings, friends and respectful relationships

families

Loss, separation and relationships

Keeping myself safe

My healthy body

### Year 4

Me and my relationships

Focus on feelings, friends and respectful relationships

families

Keeping myself safe

My healthy body

Respecting the differences between people

### Year 5

Growing up

Relationships and responsibilities of puberty

Respectful relationships

families

### Year 6

Growing up

families

Respectful relationships and responsibilities of puberty

### SRE Statement

In our school we believe that SRE supports and promotes pupil's knowledge of their physical development, and prepares them for the responsibility of social and emotional changes that they will encounter as they move towards adolescence.

### Organisation of SRE

The PHSE Co-ordinator will be responsible for SRE in our school. The curriculum will be delivered through the science curriculum, circle time and the use of outside visitors such as the school nurse.

Our curriculum will follow a Scheme of work and be delivered by a variety of teaching methods including discussions, videos, role play and written sources. Teaching will occur either single or mixed sex groups depending upon the age of the pupils and the content of the lesson to be delivered.

The lessons will be taken by the children's class teacher and/or the PHSE co-ordinator.

The content of the lessons will be decided depending upon the maturity of class, on a year to year basis.

### Specific Issue Statements

#### Parents

Parents will be informed prior to SRE lessons take place in Upper Key Stage Two. They will be given the opportunity to discuss the content of lessons with the PHSE co-ordinator, or the child's class teacher before any teaching begins. Resources to be used in SRE lessons will be made available to parents through a parent's meeting.

Parents will have the right to remove their children from any SRE lessons additional to the science curriculum, and their child will work with another class for the duration of the SRE teaching.

#### Different religious and cultural beliefs.

We will be open to discussion with pupils and parents to ensure that any cultural or religious differences are considered prior the beginning of our SRE programme.

#### Child abuse and protection procedures

We follow the Barnsley Council guidelines in our Child Protection Policy. (See separate policy.)

#### Confidentiality

SRE takes place in a safe and supportive environment to allow relevant discussions. Confidentiality contributes to this. Children will be informed of sources of confidentiality (teachers/ school nurse) but be told that these people cannot offer unconditional confidence. (See child Protection Policy)

### Answering difficult questions

Children are given the chance to see their teachers/ school nurse to discuss difficult or embarrassing questions. They are given the chance to write down awkward questions anonymously, so questions can be asked privately.

### SEN

We will ensure children with SEN will be included in our SRE Policy on an individual basis. Each session or resource will be evaluated for that individual, and adapted as necessary.

### Use of visitors

We welcome the use of visitors in our school such as the school nurse to health care professionals to support the teaching of SRE. This will complement the main teaching which will already be carried out through our school curriculum.

### Procedures for monitoring and evaluating.

The reviewing and monitoring of the process will be the responsibility of the PHSE Co-ordinator and will involve:

- Review of planning
- Liaison with other class teachers
- Classroom observations where possible
- Audits of provision given to ensure it meets the needs of pupils

### Dissemination of the policy

The policy will be made available to all members of staff, governors and parents and be added to the school policy bank. Staff will be made aware of the policy through staff meetings, and key stage meetings. Parents will be made aware of the policy through a statement in the school prospectus and through approaching the PHSE co-ordinator in school.