



The Forest CE Federation

'Small enough to care. Large enough to inspire

Valuing all God's children '

'All things are possible for one who believes' Mark 9 v 23

SRE Policy

Date reviewed : September 2022



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SRE Policy

Visions and Aims

The Forest CE Federation aims to provide children with an exciting, broad and balanced curriculum that will instil a love of learning. Our approach enables all children to become lifelong learners by developing transferable skills to equip them to succeed in a competitive world. A strong **Christian** ethos permeates through our daily lives ensuring our pupils are cared for in a safe, nurturing environment within our small **community**.

Everyone is valued as an individual and helped to develop and progress in their own unique way within a Christian environment. Our vision, '**Small enough to care. Large enough to inspire. Valuing All God's children**' is at the core of everything we do. The curriculum we offer is not merely academic, but embraces the spiritual, moral, social and cultural development of all pupils and is deeply rooted in our vision that: '**All things are possible for one who believes**' Mark 9 v23 .

We believe in the "whole child" and are committed to children's wider well-being through our **creative** inclusive curriculum, which is driven by our spiritual values. PSHE naturally dovetails into this work.

Our curriculum is designed to spark **curiosity** in young minds through carefully planned opportunities for pupils to acquire, apply and master their knowledge and skills in a unique learning environment.

We know that a child who feels happy, safe and secure will have the **confidence** to try their best and achieve in all that they do. We endeavour to provide all children with the knowledge, skills and environment in which to thrive.

Our curriculum is underpinned by two main threads:

- **For ALL our children to develop high levels of oracy. To have a rich and broad vocabulary, to be confident and literate within society.**
- **To know about the world: to know what it has to offer, how it differs from their locality and how others experience the world.**



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We define progress as the widening and deepening of essential knowledge, skills, understanding and behaviours. This is done through how we deliver our curriculum: Continuous Provision.

Key Principles of Teaching and Learning

In line with our school aims, this policy specifically looks to

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Differentiation and Promoting a 'Love of Learning' and 'Love for One Another'

At the Forest Federation, we teach Sex and Relationships Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

We use the Jigsaw Programme, alongside specific government guidance, to teach age-appropriate Sex and Relationship lessons to all classes. See long term plan for specific Jigsaw Content.

As a Christian school, we seek to promote a love for one another, led by our RE and PSHE and SRE teaching, in line with the teachings of Jesus. The underlying Christian themes of self-respect and worth, and respect for others, are part of the whole federation ethos and so specific SRE gives us context to explore this.

Our SRE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [Mental Health and Behaviour in Schools](#) (advice for schools)



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- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- [SIAMs guidance for Church schools](#) (guidance to show a distinctively Christian vision and its impact on both pupils and adults).
- [DfSE guidance for Schools Relationships Education, Relationships and Sex Education \(RSE\), Health Education](#) (guidance on schools' legal obligations)

Statutory Requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Yardley Gobion CE Primary School, we teach RSE as set out in this policy.

Depth and Balance

Jigsaw covers all areas of RSE for the primary phase including statutory requirements. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.



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Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

Continuity and Progression

At the Forest Federation we allocate 1 hour directed time to SRE (as part of PSHE sessions) each week in order to teach the SRE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Collective worship, praise and reward system. Our Learning Charter (see our behaviour policy), through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Class teachers deliver the weekly lessons to their own classes, using a selected range of Jigsaw ideas to deliver the skills. Class Collective Worship can be an opportunity for teachers to expand on this work, using the Jigsaw Collective Worship resources. This supplements our Roots and Fruits worship (see RE policy).

Foundation Stage



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Foundation children will investigate SRE through the Jigsaw F1-F2 programmes of study. Family and friendship are investigated, promoting children's understanding of healthy relationships and minds. Children also learn to respect their bodies. We use the NSPCC guidance 'PANTS' to supplement this work further.

Key Stage 1

Key Stage One children build on the previous knowledge of the EYFS curriculum by learning about the life cycles of animals, including humans, and learn to use the correct anatomical parts. They investigate the differences between boy's and girl's anatomy simply.

Key Stage 2

During Key Stage 2, the children will gain a greater depth of SRE understanding, learning about how their bodies will change through puberty and how this might impact on their emotions and mental health. They will explore sex education, in line with government legislation. Children explore internet safety and social media, looking at the effects of these on our mental health and well-being, both positive and negative. Children will learn how to use these platforms safely and responsibly.

Equal Opportunities

All children are entitled to access the RSE curriculum in line with the school's policy for equal opportunities. In line with government guidance, lessons respect and represent all communities (LGBTQ). As a Christian school, it is important that we interpret the teachings of the bible in modern context, looking to Jesus' example to love and respect all. As we teach mixed aged classes, teachers can adjust lessons to support all children regardless of age. It will be necessary to teach some lessons in single year groups, to meet government recommendations.

Resources and Health and Safety

Central resources in RSE are the responsibility of the RSE lead and Class teachers. All planning and resource masters are stored on Teams in the Forest Federation Team, under 'All Planning'. Class teachers will be expected to print and manage practical resources as they are needed. Each class has a chime bar and a Jigsaw soft toy to support sessions. These are especially useful in building the confidence and focus of the younger members of the federation. Teachers will follow safeguarding procedures in line with the school's policy in the event of any discussions causing concern.

Assessment



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Formative assessment is used as a guide to the progress of individual children in RSE. The Jigsaw Attainment Descriptors are used as a guide for future planning.

Teachers will carry out formative assessment through group discussion, self-evaluation and observations.

Summative assessment is a requirement for EYFS children and may also be used for individuals causing particular concern. Class teachers will report on all children's progress in SREE as part of their termly reports.

The Role of the SRE Lead

The SRE Lead is responsible for

- Taking the lead in policy development and the implementation of the scheme of work
- Ensure coverage of legal requirements
- Supporting colleagues in their development and implication of plans
- Monitoring the resources and informing the Headteacher of any action needed
- Keep up to date with developments in SRE
- Monitor the teaching and learning of SRE throughout the federation

Review

This policy will be reviewed in line with the deadlines set by SMT. It will also be looked at in light of any changes to the Forest Federation or government guidance.

Signed: E.Hollis