



POLICY FOR SEX & RELATIONSHIPS EDUCATION (SRE)

RATIFYING COMMITTEE	Educational Standards & Achievement Committee
DATE RATIFIED	September 2015
NEXT REVIEW DATE	September 2018

POLICY OBJECTIVES

The objectives of this policy are:

- To provide a secure, sensitive and caring framework where quality teaching, learning and discussion can take place
- To provide information which is easy to understand, relevant and appropriate for the needs, age and maturity of the pupils
- Encourage the use of correct vocabulary
- To foster self-worth and awareness, together with a sense of moral responsibility
- To help the children to acquire and practise important life skills such as critical thinking, decision making, communication and assertiveness
- To ensure that sex education is available to all children regardless of gender, ability, cultural or religious background in line with the school's policy on equal opportunities.

The development of this policy has involved due regard to the requirements of the Equality Act 2010.

1. Executive Summary

Ravenbank Primary School aims to develop the full academic, social and physical potential of all our children in a safe atmosphere of friendship, perseverance, trust & respect encapsulated in our mission statement, 'Working Together to Achieve Success.' This moral framework serves to empower children to become responsible citizens which enables them to make informed choices and pursue a fulfilled and active role at home, in school and in the wider community.

The dignity of human life is paramount in all aspects of our teaching. This is reflected in the promotion of positive, caring, sensitive and forgiving relationships with each other throughout the school community, the home and the wider community. Importantly the development of self -esteem, self -belief, self -control, self -respect and self -love are taught as the necessary foundation stones for the building of positive interpersonal relationships. Sex and Relationship education is an integral part of our personal, social, health and citizenship education programme, an area which is considered important throughout our school.

We believe that sex and relationship education is an ongoing process, which should start in the home and continue at school. This process should happen in partnership with parents. A positive effort has and will continue to be made to inform and involve parents.

The school's programme of sex and relationship education will be embedded within the school's PSHCE curriculum and will help children to respect themselves and others. The programme is tailored to the age, physical and emotional maturity of the children and is delivered by the school staff and invited professionals.

The purpose of this policy is to ensure a well governed approach to the delivery of SRE within the school. The objectives of the policy are:

- To provide a secure, sensitive and caring framework where quality teaching, learning and discussion can take place
- To provide information which is easy to understand, relevant and appropriate for the needs, age and maturity of the pupils
- Encourage the use of correct vocabulary
- To foster self-worth and awareness, together with a sense of moral responsibility
- To help the children to acquire and practise important life skills such as critical thinking, decision making, communication and assertiveness
- To ensure that sex education is available to all children regardless of gender, ability, cultural or religious background in line with the school's policy on equal opportunities.

The policy applies to all children, staff, parents and visitors to the school. The policy has specific implications for:

- The Full Governing Body (FGB)
- The Educational Standards & Achievement Committee
- The Headteacher
- The PSHCE subject leader

Staff should ensure they are familiar with the SRE policy and that they understand and use it.

Compliance with this policy will be monitored by annual analysis of planning & children's work. Outcomes of such monitoring will be reported to the Educational Standards & Achievement Committee FGB.

This Policy should be read in conjunction with:

- Educational Standards & Achievement Committee of the FGB Terms of Reference
- School Prospectus
- PSHCE & science curriculum guidance
- PSHCE & science guidance
- Child Protection Policy
- E-safety Policy

2. Version Control

Version	Date	Author	Ratified by
2.0	September	Head	Educational Standards

	2015	Teacher	& Achievement Committee
--	------	---------	-------------------------

3. Contents

Section	Section Title	Page Number
1	Executive Summary	2
2	Version Control	3
3	Contents	3
4	Introduction	4
	4.1) Rationale	4
	4.2) Scope	4
	4.3) Principles	4
5	Policy Standards	5
6	Definitions	7
7	Duties:	
	7.1) Parents	7
	7.2) Members of the Community	7
	7.3) Teaching Staff	7
	7.4) Head Teacher	8
	7.5) PSHCE Subject Leader	8
	7.6) FGB	8
8	Development and Consultation Process	8
9	Process for monitoring compliance and effectiveness	9
10	Reference Documents	9

4. Introduction

4.1 Rationale:

We have based our schools sex education policy on the DFEE guidance document 'Sex and Relationship Education Guidance' (ref DFEE 0116/2000). In this document, sex education is defined as 'learning about physical, moral and education development. It is about understanding the importance of family life, stable and loving relationships, respect, love and care'. Sex education is part of the personal, social, health and citizenship education curriculum in our school. While we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation. It is also about the teaching of sex, sexuality and sexual health.

The Government's Education White Paper, The Importance of Teaching, published in November 2010, stated:

Children need high-quality sex and relationships education so they can make wise and informed choices. We will work with teachers, parents, faith groups and campaign groups, such as Stonewall to make sure sex and relationships education encompasses an understanding of the ways in which humans love each other and stresses the importance of respecting individual autonomy. (DfE, The Importance of Teaching, November 2010, Pp. 46)

4.2 Scope:

The policy applies to all children, staff and visitors to the school. The policy has specific implications for:

- The Full Governing Body (FGB)
- The Educational Standards & Achievement Committee
- The Head Teacher.

4.3 Principles:

The purpose of this policy is to ensure a well governed approach to the delivery of SRE within the school. The objectives of the policy are:

- To provide a secure, sensitive and caring framework where quality teaching, learning and discussion can take place
- To provide information which is easy to understand, relevant and appropriate for the needs, age and maturity of the pupils
- Encourage the use of correct vocabulary
- To foster self-worth and awareness, together with a sense of moral responsibility
- To help the children to acquire and practise important life skills such as critical thinking, decision making, communication and assertiveness
- To ensure that sex education is available to all children regardless of gender, ability, cultural or religious background in line with the school's policy on equal opportunities.

The outcomes of the defined standards of this policy will be:

- a. High quality SRE leading to the children achieving high standards in this area of the curriculum
- b. Low numbers of parents & staff exercising their right to withdraw

- c. An appropriate response to incidents of homophobic abuse and/or bullying supporting both the victim and perpetrator
- d. High quality training & resources to support the delivery of SRE
- e. Close liaison with SHA
- f. PSHE subject leader monitoring provides assurance of compliance with the standards set by the school

5. Policy Standards:

5.1 Delivery:

Sex and relationship teaching will be delivered via two areas of the curriculum. In national curriculum science at Key Stage 1, children should know that animals including humans:

- Develop at different rates.
- Move, breathe, feed, grow, use their senses, reproduce and excrete
- Have offspring that grow into adults.

children should recognise and compare:

- The main external parts of human bodies
- Similarities between themselves and others and treat others with sensitivity.

At Key Stage 2:

- Begin to know about and have some understanding of the physical, emotional and social changes, which take place at puberty
- Know that there are many different kinds of friendship; be able to talk about friends with important adults
- That the life processes common to humans and other animals include nutrition, growth and reproduction
- The main stages of the human life cycle.

Also through the school's PSHCE scheme of work there are a set of lessons to directly address the growing and changing that occurs from a baby up to an adult. Here the children are taught:

- As with other PSHCE units, Sex Education will develop in response to key questions
- Sex education at the school will be developmental and age appropriate
- Pupils will be taught about the nature of the human body and how it grows and changes
- Sex education will be taught within the context of relationships and family life.

5.2 The National Healthy School Standard

We participate in the National Healthy School Standard scheme, which promotes health education. As participants in this scheme we:

- Consult with parents on matters of health education policy
- Involve children in our school regarding sex education

- Look positively at any local initiatives that support us in providing the best sex education teaching programme that we can devise, including the school health advisor (SHA).

5.3 Content

We teach sex education through different aspects of the curriculum. While we carry out the main sex education teaching in our personal, social, health and citizenship education (PSHCE) curriculum, we also teach some sex education through other subject areas (for example science).

Teachers inform children about puberty and how a baby is born. For this aspect of the schools teaching, we follow that guidance material in the national scheme of work for science. In Key Stage 1 we teach children about how animals, including humans, move, feed and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

In Year 6 we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons and the Authority support us in delivering these lessons as well. Teachers and professionals do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.

5.4 Communication

We inform all parents and carers when the children in Year 6 will be doing SRE education lessons. All are also welcome to view the programme of lessons, ask questions about any issues and how they are taught, and to see the materials the school uses in its teaching.

5.5 Confidentiality

Discussion will be encouraged at all times. Ground rules for discussion excluding personal questioning of staff or pupils will be established. We shall attempt to deal with questions in a sensitive, open, frank and matter of fact way.

Questions concerning homosexuality, sexually transmitted diseases and contraception will be answered if raised. Difficult or explicit questions do not have to be answered directly. Teachers will use their own discretion in these situations.

Most groups will be mixed age and gender but if felt more appropriate, single sex or age groups may be formed.

5.6 Assessment

Note will be taken of individual responses to SRE units of study and included in assessment of pupil's progress in personal and social development.

Several aspects of the SRE scheme of work have pupil evaluation activities that also act as formative evidence of the pupils understanding of the subject.

5.7 Equal opportunities

Pupils will have the opportunity to participate in SRE. However, parents have the right to withdraw their children from some of the curriculum after discussion with the head teacher and if the school is notified in writing (see 7.1).

5.8 Child Protection

All staff have an awareness of the child protection procedures (see policy & 7.3)

5.9 Staff Support and Development

It is appreciated that some staff may feel less comfortable with this area of the curriculum. All staff will be supported with appropriate training and support and if preferred, alternative staff or visiting professionals may be asked to deliver the curriculum.

6. Definitions

DfE- Department for Education

DSL- Designated Safeguarding Lead

FGB- Full Governing Body

LA- Local Authority

PSHCE- Personal, social, health & citizenship education

SHA- School Health Advisor

SRE- Sex & Relationships Education

7. Duties

7.1 The role of parents

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school's sex education policy and practice
- Answer any questions that parents may have about the sex education of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school.

If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the head teacher, and make it clear which aspects of the programme they do not wish their children to participate in. The school always complies with the wishes of parents in this regard, however many aspects of the lesson are part of the science curriculum which is statutory.

7.2 The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the SHA give us valuable support with resources and delivering our sex education programme.

7.3 The role of teaching staff

Teachers and professionals conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will deal with it as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the designated safeguarding lead (DSL). The DSL will then deal with the matter in consultation with health care & social care professionals. (See also Safeguarding & Child Protection Policy)

7.4 The role of the headteacher

It is the responsibility of the headteacher to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity. The headteacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The head teacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

7.5 Role of the PSHCE Subject Leader

It is the responsibility of the PSHCE subject leader to monitor the standards of children's work and the quality of teaching in sex education supported by the head teacher. The leader will also:

- Attend training (CPD) and disseminate to staff
- Consult and advise colleagues
- Monitor sex education throughout the school
- Assist the planning process
- Review annually the resources available and purchase any necessary equipment and books
- Set clear realistic targets for raising standards throughout the school

7.6 Role of the Full Governing Body (FGB)

It is the responsibility of the FGB to;

- Ensure that the SRE policy is in place and regularly reviewed
- Where necessary, ensure that risk assessments are carried out
- Ensure that this policy is up to date and compliant with relevant legislation and guidance
- Ensure that staff training needs are identified and appropriate training sourced
- Be aware of and comply with parents and teaching staff's right to withdraw from SRE

8. Development and Consultation process

This policy has been developed in consultation with a wide range of stakeholders including: members of the Educational Standards & Achievement Committee; the Lead Governor for Policies; the Headteacher; PSHCE Subject Leader and all staff.

9. Process for monitoring compliance and effectiveness of the SRE Policy

Monitoring of compliance with this policy will be undertaken by:	The Headteacher
Monitoring will be performed:	Every 3 Years.
Monitoring will be undertaken by means of:	Annual analysis of planning & children's work
Should shortfalls be identified the following actions will be taken:	The PSHCE subject leader will consider the outcomes of the review and make recommendations for change to the policy or practice as necessary.
The results of monitoring will be reported to:	The Educational Standards & Achievement Committee.
Resultant action plans will be progressed and monitored through:	The Educational Standards & Achievement Committee
The auditable standards of the policy are:	<ol style="list-style-type: none"> 1) Delivery of SRE through PSHCE & science 2) Quality First Teaching of SRE 3) Standards in science & PSHCE 4) Staff training records 5) Information for parents 6) Numbers of children & staff withdrawn from SRE

10. Reference documents

Sex and Relationship Education Guidance (ref DFEE 0116/2000)
 The National Curriculum 2014
 The Special Educational Needs and Disability Act (SENDA) 2001
 The Equality Act 2010