



<b>Policy Name</b>	Sex & Relationship Education
<b>Review and Approval by</b>	Full Board of Governors
<b>Date Ratified</b>	23 <sup>rd</sup> September 2015
<b>Signed By</b>	
<b>Position</b>	Chair of Board of Governors
<b>Review Period for this Policy</b>	3 Yearly
<b>Date for Future Review</b>	May 2021

**Implementation of this policy supports the duties to promote equality of opportunity and positive attitudes in relation to disability, gender and race and to eliminate discrimination on the grounds of age, disability, gender, race, religion or belief and sexual orientation.**

Date	Changes
30/01/16	Governing Body to Board of Governors

## Introduction

Sex & Relationships Education (SRE) is taught as part of the science and personal, social and health education curriculum in our school. We give due regard to matters of morality and individual responsibility, in a way that allows pupils to ask and explore moral questions. Our sex and relationships education programme forms part of a whole school approach towards the health and wellbeing of pupils.

## Values statement

SRE in our school means that we give pupils information that is age appropriate and with an awareness of the moral code and values that underpin all our work in school. In particular, we teach SRE in the belief that:

- Sex & Relationships Education is part of a wider social, personal, spiritual and moral education process;
- Pupils should be taught to have respect for their own bodies;
- Pupils should be encouraged to have a positive self-esteem;
- Pupils should learn about their responsibilities to others;
- Pupils should learn that it is important to build positive relationships with others, involving trust and respect;
- Pupils need to learn the importance of self-control.

## Morals and values framework

The content of the SRE programme follows the recommended moral framework of the DfE circular 0116/2000 (Sex and Relationship Education Guidance) and meets the values philosophy of our school. SRE is firmly rooted within the framework for PSHE and the revised National Curriculum.

## Aims of SRE policy

The aim of our policy is to provide a whole school approach towards the teaching of and learning about SRE. Our policy aims to ensure that SRE contributes to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and in the community. Our policy also aims to prepare and support pupils in their personal development.

## SRE will cover:

- The physical development of their bodies as they grow into adults, developing in each pupil an awareness that changes will occur naturally in their bodies and that these changes are part of becoming an adult
- The way animals, including humans, reproduce;
- Respect for their own bodies and keeping themselves safe
- The importance of family life
- Moral questions
- Relationship issues
- Respect for the views of other people; fostering an understanding that each person has to undertake certain responsibilities and attitudes for their personal wellbeing and that of others.

## Equal opportunities & inclusion

SRE is taught to all pupils as part of the curriculum. In all years the pupils are taught in mixed ability, mixed gender groups. Single gender groups can be organised if required. SRE is as important for boys as it is for girls to enable them to learn about body changes, puberty and physical and emotional development. It is appropriate that both boys and girls have the opportunity to learn in both single and mixed gender groups as and when appropriate.

## Working with parents/carers

The school supports parents and carers, who wish to have an influence on how SRE is taught in school. We wish to build a positive and supporting relationship with the parents/carers of pupils through mutual understanding, trust and co-operation. Parents are actively encouraged to be involved in policy & curriculum reviews and development.

Our School aims to:

- Inform parents/carers about the school's SRE policy and practice;
- Answer any questions that parents may have about the Sex and Relationships Education of their child;
- Take seriously any issue that parents/carers raise with teachers or governors about this policy or the arrangements for SRE in the school;
- Encourage parents/carers to be involved in reviewing the school policy and making modifications to it as necessary.

## Rights to withdraw pupils from SRE activities

Parents/carers have the right to withdraw their child from lessons which focus on SRE with the exception of those which cover the National curriculum for science. The school will notify parents/carers when a unit of SRE is scheduled to be taught. Parents/carers are welcome to come into school to discuss SRE with relevant staff & view the teaching programme & resources.

## Organisation

SRE is sometimes covered through different aspects of the curriculum including science and religious education and is also taught as a discrete unit through the Personal, Social and Health Education curriculum. SRE will usually be taught to class groups by their class teacher. Outside visiting professionals, such as the school nurse may contribute to some sessions. In Year 6 some lessons on puberty may be taught in single gender groups.

## 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 pupils with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support.

## Monitoring & evaluation

It is essential that SRE is monitored and evaluated, along with dialogue with the Plymouth adviser for SRE. All medium term plans are evaluated by staff in year group teams, and pupil evaluations are

completed at the end of some units of work. These evaluations inform future development and planning.

### Confidentiality and child protection

Teachers need to make it clear to pupils that staff are not permitted to keep secrets if they feel that a pupil may be at risk or in danger. If a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher or any other staff member will take the matter seriously and deal with it as a matter of child protection. Staff will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances they will talk to the child as a matter of urgency.

If the teacher has concerns, they will draw their concerns to the attention of the Child Protection Officers. The Child Protection Officers will then deal with the matter in consultation with health care professionals in line with Child Protection Procedures (see also Child Protection Policy).

### The role of the coordinator

It is the responsibility of the coordinator to ensure that both staff and parents/carers are informed about our SRE policy, and that the policy is implemented effectively. It is also the coordinator'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 coordinator ensures that all staff who work with children are aware of the school policy, and that they work within this framework.

The coordinator monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.