

Sex and Relationship Education Policy

Princeville Primary School



Approved by: Mr R Lewis

Date: January 2019

Last reviewed on: January 2019

Next review due by: January 2020

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Aims

The aims of sex and relationship education (SRE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of their 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 relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

The school is committed to ensuring that all pupils, regardless of background, faith or culture, have opportunities to develop holistically, with an understanding of themselves and their place in the world; whilst being empowered to succeed in the future. The school is also committed to respect, tolerance and co-operation with the wider community, and seeks the contribution of all stakeholders in its work.

Statutory requirements

SRE is not compulsory in primary schools. However, primary schools are required to teach the elements of reproduction contained in the science curriculum.

If primary schools do teach SRE, they must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Princeville Primary School we teach SRE as set out in this policy.

Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – the school collated local and national guidance, and reviewed this in the context of the curriculum
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their SRE curriculum
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

SRE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, physical development, puberty, diversity and personal identity. The school does not teach sexual health, or sexuality, but does cover diversity of relationships through SMSC and PSHCE.

SRE involves a combination of sharing information, and exploring issues and values.

SRE is not about the promotion of sexual activity.

Delivery of SRE

SRE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of SRE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone puberty and hygiene sessions delivered by a familiar staff member.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life, and diverse family relationships.

Roles and responsibilities

The governing board

The governing board will approve the SRE policy, and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that SRE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of SRE (see section 7).

Staff

Staff are responsible for:

- Delivering SRE in a sensitive way
- Modelling positive attitudes to SRE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of SRE

Staff do not have the right to opt out of teaching SRE. Staff who have concerns about teaching SRE are encouraged to discuss this with the headteacher.

Pupils

Pupils are expected to engage fully in SRE and, when discussing issues related to SRE, treat others with respect and sensitivity.

Parents' right to withdraw

Parents' have the right to withdraw their children from the non-statutory/non-science components of SRE.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Where appropriate, the Headteacher will seek to liaise with parents to fully understand any concerns or objection to the content of the curriculum.

Alternative work will be given to pupils who are withdrawn from SRE.

Training

Relevant staff are trained on the delivery of SRE as part of their continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or, to provide support and training to staff teaching SRE.

Monitoring arrangements

The delivery of SRE is monitored by the school's Leadership Team through:

- *Planning scrutiny*
- *Observation*
- *Pupil interviews*
- *Work Scrutiny*

Pupils' development in SRE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by The Headteacher Annually. At every review, the policy will be approved by The Governing Board.