



## **POLICY FOR SEX AND RELATIONSHIPS EDUCATION (SRE)**

This policy was reviewed in March 2016.

It will be reviewed again in March 2019 (or before in the event of significant changes to the requirements of the curriculum).

This policy incorporates advice from the Department of Education and supplementary advice:

- Sex and Relationship Education Guidance DfEE 2000  
<https://www.gov.uk/government/publications/sex-and-relationship-education>
- Sex and Relationships Education for the 21<sup>st</sup> Century May 2014 – supplementary advice to the above guidance  
<http://www.brook.org.uk/index.php/information/sre-supplementary-advice>

Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, sexuality and sexual health. It should support pupils gain accurate information, develop skills and form positive beliefs, values and attitudes. It also gives pupils essential skills for building positive, enjoyable, respectful, loving and non-exploitative relationships, staying safe both on and offline. Enabling them to take responsibility for their body, relationships, reproduction, sexual health and wellbeing.

### **Why is sex and relationships education in schools important?**

High quality SRE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life, and for the following reasons:

- SRE plays a vital part in schools fulfilling their statutory duties to protect and safeguard their pupils. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive SRE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 *Not Yet Good Enough* report.
- Technology is evolving at a tremendous pace. The need to protect children and young people from inappropriate online content, cyber-bullying and exploitation is a growing concern. A comprehensive SRE programme can support in addressing these issues.
- Research shows that a comprehensive SRE programme delays sexual activity for young people and increases the likelihood of using contraception. A link has been shown between effective school based SRE and reductions in teenage pregnancy (National Survey of Sexual Attitudes and Lifestyles 2013)

(Sex and Relationships Education for the 21<sup>st</sup> Century – supplementary advice to the sex and relationships guidance DfEE 2000)

### **What is high quality sex and relationships education?**

The principles of high quality SRE in all schools are set out below as stated in the Sex and Relationships Education for the 21<sup>st</sup> Century guidance.

Sex and relationships education:

- is a partnership between home and school

- ensures children and young people's views are actively sought to influence lesson planning and teaching
- ensures a safe learning environment is established
- starts early and is relevant to pupils at each stage in their development and maturity
- is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, respect, abuse, sexuality, gender identity, sex and consent
- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services
- helps pupils understand on and offline safety, consent, violence and exploitation
- is both medically and factually correct
- is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience
- uses active learning methods, and is rigorously planned, assessed and evaluated
- helps pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media
- promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs

It contributes to:

- positive ethos and environment for learning
- safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school
- a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice

### **Moral and Values Framework**

The SRE programme will demonstrate and encourage, alongside the PHSE Policy, the following values:

- An awareness, understanding and respect for self, including self-confidence and self-esteem
- An awareness and respect for others and their view
- Taking responsibility for choices and actions
- The promotion of understanding and empathy to enable all pupils to treat others with fairness and respect
- An awareness of discrimination, teasing, bullying, the use of prejudiced-based language and how to respond and ask for help
- The development of relationships based on mutual understanding and trust
- Develop a regard for family life, friends and the wider community

### **Aims, Objectives and Outcomes of SRE**

#### **Attitudes and Values**

- learning the importance of values, individual conscience and moral considerations
- learning the value of marriage, family life and stable relationships
- learning the value of respect, love, care and relationships that are healthy, equal and safe
- exploring, considering and understanding moral dilemmas
- challenge stereotypes and gendered expectations for both boys and girls
- developing critical thinking as part of decision making

#### **Personal and Social Skills**

- learning to manage emotions and relationships confidentially and sensitively

- developing self-respect and empathy for others
- equipped with the information, skills and values to have safe, fulfilling and enjoyable relationships
- learning to make choices based on an understanding of difference and with an absence of prejudice
- explore and develop the social and personal skills needed to make informed choices with an appreciation of the consequences of choices made
- develop assertiveness skills to managing negotiation and conflict
- learning how to recognise and avoid abuse, control and exploitation, and how to seek help if they are being abused / exploited
- learning how to recognise pressure and ways of dealing with it
- understand a range of 'different families' and sexualities: Lesbian, Gay, Bisexual and Transgender (LGBT) and able to challenge transphobic and homophobic language
- able to take responsibility and have respect for their bodies, wellbeing and health
- develop the knowledge and skills to be able to seek appropriate help

### **Knowledge and Understanding**

- learning and understanding physical and emotional development at appropriate stages, including the appropriate terminology to describe the names for their genitalia and reproductive organs
- learn that their body belongs to them and they can say who has access to it
- learn and implement strategies to keep safe both on and offline
- consider the impact of the media on body image and portrayal of all genders
- understanding human sexuality, reproduction, sexual health, emotions and healthy relationships
- learn about the law and sexual consent

### **Roles and Responsibilities:**

#### **The Governing Body**

The governing body has the responsibility to ensure a school has an up-to-date SRE policy that describes the content and organisation of SRE through the national curriculum science and other curriculum areas like PSHE. In primary schools if the decision is taken not to teach SRE outside the Science Curriculum this should be documented in the policy and governors need to keep a written record of their decisions. The policy should also clearly reference any on site sexual health services. The governing body, in co-operation with the Headteacher, is expected to involve families, pupils, and the wider school community to ensure that SRE addresses the needs of pupils, local issues and trends. The governing body need to ensure pupils are protected from teaching and materials which are inappropriate, having regard to the age, religious and cultural background of the pupils. They will ensure that the policy is available to parents and that parents know of their right to withdraw their children. Governors will ensure that the programme and the resources are monitored and evaluated. This monitoring applies to both the taught curriculum and the wider areas of school life eg school nurse. Review the policy on a three year cycle or sooner if necessary. It is good practice to identify a link governor for SRE

The governing body has the responsibility to ensure the school is meeting requirements under the equalities legislation (Equalities Act 2010) so they need to ensure the curriculum reflects the diversity of modern Britain including representing a range of families and sexualities in both primary and secondary schools.

The governing body has the responsibility through the statutory guidance 'Keeping children safe in education' (April 2014) to consider how pupils may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through PSHE, and /or for maintained school through SRE. Specific issues referred to in the document include sexual exploitation, domestic violence, bullying including cyber bullying, sexting and teenage relationship abuse.

#### **The Headteacher**

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning. The Headteacher's responsibilities in respect of SRE are to:

- Work with governors to ensure compliance with the statutory guidance
- Liaise with the PSHE co-ordinator to ensure the effective delivery of the SRE within the curriculum is being monitored
- Keep the governing body fully informed of provision, issues and progress around SRE issues
- Act upon any concerns which may arise from pupil's disclosure during SRE sessions
- Monitor staff training requirements in relation to effective teaching and learning of SRE
- Ensure parents/ carers are informed when their children will be taught SRE to support a partnership approach but also that they do have the right to withdraw their child from any SRE that is not part of the National Curriculum Science programme

### **The PSHE Co-ordinator**

The school has a co-ordinator for PSHEe who is responsible for all aspects of the subject including SRE. In respect of SRE, responsibilities are to:

- Ensure the implementation and quality of long term and medium term SRE schemes of work
- Ensure that all staff are confident in the skills to teach and discuss SRE issues as trained, confident and competent staff are essential to raise standards in SRE
- Consider the needs of all pupils, and to achieve this recognise that the school might need to address some specific issue.
- Consult with pupils to inform provision around SRE and use the schools' Growing up in North Yorkshire bi-annual survey results to inform planning
- Access appropriate training
- Monitor and advise on SRE organisation, planning and resource issues across the school
- Ensure procedures for assessment, monitoring and evaluation are included
- Liaise with the named governor for SRE
- Liaise with any service provision to support aspects of sexual health
- Co-ordinate with external providers to ensure their provision meets the outcomes of the planned provision using age appropriate materials
- Liaise with the Headteacher to ensure parents/carers are informed when their children will be taught SRE to support a partnership approach but also that they do have the right to withdraw their child from any SRE that is not part of the National Curriculum Science programme

### **Working with Parents**

We aim to work in active partnership with families, value their views and keep them informed of the SRE provision. If a parent/carer has any concerns about the SRE provision then time should be taken to address their concerns. Families can be invited to review the resources and can contact the Headteacher with any queries or concerns. Families could be signposted to the family planning association website which has a specific section for parents/carers on how to discuss these issues with their children <http://www.fpa.org.uk/help-and-advice/advice-for-parents-carers>

Under section 405 of the Education Act 1996, parents may opt to withdraw their children from SRE lessons. Parents have the right to withdraw their children from all, or part, of sex and relationship education, which is not part of the National Curriculum. If a child is withdrawn they will be provided with alternative work for the duration of the lessons.

The sex education elements of the National Curriculum Science order are mandatory for all pupils of primary and secondary school age. In primary school this includes pupils learning about parts of the body, growth, reproduction, life cycles and ageing; they should also learn about the changes experienced in puberty.

### **External agencies**

Whilst the responsibility for organising and delivering most, if not all, of the SRE programme rests with the school, there may be times when an external contributor can add value and bring to the classroom additional experience, skills or knowledge that teachers may not always have. A member of school staff will always be present when an external contributor is working with pupils.

### **Delivery of SRE and the Curriculum**

The subject will be co-ordinated by the PHSE subject leader working in close operation with other staff in the school. It will be delivered:

- as topics
- through planned aspects of science (see Appendix 3 for science curriculum coverage)
- through circle and discussion times
- in assembly time
- through occasional planned visits from parents with young babies or toddlers
- through the use of story time and show and tell time
- Annual 'Growing Up' lessons delivered by the class teacher or the school nurse to Year 6 pupils *with parental permission* (see Working with Parents)

#### *Teaching Methods*

A range of teaching methods including discussion, role play, group work and research as well as whole class teaching will be employed as appropriate to the activity and to the age of the children as they move through the school.

#### *Resources*

These include science based resources, on-line materials, books, health education materials, and SEAL resources. A list of supporting material is found in Appendix 1.

### **Assessing, monitoring, evaluating and reviewing SRE**

Bi-annually pupils complete the Growing up In North Yorkshire Survey to support the monitoring and evaluation of the SRE provision and to identify any emerging issues for pupils.

The SRE programme is regularly monitored and evaluated within the schools framework for teaching and learning and delivery of the curriculum. The views of pupils, parents/carers and teachers are used to make changes and improvements to the programme on an ongoing basis.

The policy will be formally reviewed every three years for the following purposes:

- To review and plan the content and delivery of the programme of study for SRE
- To review resources and renew as appropriate
- To update training in line with current guidance and staff identified needs

### **Safeguarding and Confidentiality**

SRE can be a sensitive issue. To protect privacy and engender respect for all, teachers will be expected to develop ground rules with pupils at the onset of work. This will include information on confidentiality and information will be given on where pupils can get help on personal concerns both inside and outside school. Pupils should be informed about the remit of confidentiality and that teachers cannot offer or guarantee pupils unconditional confidentiality. Distancing techniques will be used throughout lessons and all teachers will use question boxes (or similar techniques) to allow pupils the opportunity to ask further questions anonymously.

If pupils ask particularly sensitive questions that appear to be inappropriate in the circumstances, teachers will deal with this outside of the lesson but an agreed holding statement will be used for example, 'that is a really interesting question and I need time to think because I want to give you a really good answer' this then allows the teacher to follow a number of options. These include: further questioning of the pupil with another member of staff present asking them for interpretation of the question they asked. Time to consult with colleagues to construct an appropriate answer, or liaise with the pupil's family, and obtain information about where to get further help or, if the matter is considered a potential Safeguarding issue, the staff member responsible for this will be notified.

It is the responsibility of the school to support its pupils and to carry out its functions with a view to safeguarding and promoting the welfare of pupils. In fulfilling this duty they must have regard to guidance around safeguarding. Whilst pupils have the same rights to confidentiality as adults no pupil should be guaranteed absolute confidentiality. Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school's senior member of staff, with designated responsibility for Child Protection. The Designated person will then, in line with the School's Child Protection policy and the North Yorkshire Safeguarding Children Board

guidance and procedures, take action as appropriate. Pupils will be made aware of the law relating to sexual offences and of those circumstances where confidentiality cannot be maintained.

### **Further Guidance and Appendices**

Staff refer to the accompanying North Yorkshire guidance document and appendices and have access to:

- Sex and Relationship Education Guidance DfEE 2000  
<https://www.gov.uk/government/publications/sex-and-relationship-education>
- Sex and Relationships Education for the 21<sup>st</sup> Century May 2014 – supplementary advice to the above guidance  
<http://www.brook.org.uk/index.php/information/sre-supplementary-advice>

### **Consultation**

This policy has been drafted by the headteacher and reviewed by staff and governors. In line with our aim to work in partnership with parents, this policy is placed on the website for comment and consultation with parents for a review period.