



Signed: _____ (Chair of Governors)

Signed: _____ (Headteacher)

Date: September 2018

Reviewed: September 2020

Sex and relationship education policy

1. 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 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
- To be taught in line with the Christian ethos of school and our School Values

2. Statutory requirements

SRE is not compulsory in primary schools. However, primary schools are required to teach the elements of sex education 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 Old Church C of E (C) School we teach SRE as set out in this policy.

2. Definition

SRE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

SRE is not about the promotion of sexual activity.

4. 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 sex education sessions delivered by a trained health professional or Theatre Companies such as 'Loudmouth' who have been recommended to school by the local Health Advisors.

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.

5. Roles and responsibilities

5.1 The governing board

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

5.2 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 components of SRE (see section 6)].

5.3 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 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.

5.4 Pupils

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

6. Parents' right to withdraw

Parents' have the right to withdraw their children from the non-statutory 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. Hopefully, the discussion will enable parents to see what is going to be taught and be reassured about their concerns.

Alternative work will be given to pupils who are withdrawn from SRE.

7. Training

Staff will be appropriately trained on the delivery of SRE. However, where possible the headteacher will invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching SRE. The school also favours using theatre companies like 'Loudmouth' to work with the children.

8. Monitoring arrangements

The delivery of SRE is monitored by Davina Clacy (Headteacher) through:

- Planning scrutinies
- Learning walks
- Lesson observations
- Book trawls if appropriate

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

This policy will be reviewed by the SRE coordinator. At every review, the policy will be approved by the governing body and the headteacher.