

Sex and Relationship Education Policy

1. Introduction
2. Aims of SRE
3. Content of an SRE programme
4. SRE, equal opportunities and inclusion
5. Working with parents and carers
6. Role of the Headteacher
7. Monitoring and review

Introduction

- **Very brief description of the school and pupils within it**
- **Link SRE to the school's mission statement and other policies**
- **What does the policy do?**

This Sex and Relationship Education Policy (SRE) explains the aims of SRE, within Personal, Social, Health Education and Citizenship (PSHE). It also describes what we teach and the approaches we use.

This policy helps ensure that the whole school community (parents, staff, governors and pupils) have a shared understanding of this important area of the curriculum. Work on SRE is a requirement for National Healthy School status; we are currently working towards this at xxx School.
- **The process for developing policy** (what process we went through eg govts, parents)

Aims of Sex and Relationship Education

- **Brief paragraph, including summary of attitudes, skills and knowledge and understanding**

SRE has three main elements enabling pupils to:

 - *Explore their own and other people's attitudes and values*
 - *Develop and practise personal and social skills*
 - *Increase their knowledge and understanding*
- **Particular aims of the school, under the headings:**

Attitudes and values

Personal and social skills

Knowledge and understanding

Content of an SRE programme

- **Where is SRE taught?**
 - Part of PSHE, where else is it delivered?
 - Any particular year groups?
- **Who teaches SRE?**
- **How is SRE taught?**
 - Ground rules, active participatory methods, single sex or otherwise
 - Responding to questions – use of question box?

A 'question box' is used to enable pupils to ask confidential questions on pieces of paper. The teacher at the end of the programme, drawing on pupils' learning throughout, answers these. Teachers will need to consider the age and maturity of the pupils when answering questions and consider how they relate to the intended learning for that class. There are a number of options on how to respond to a question:

- Answer to the whole class if it is age appropriate and relates to the learning intentions for that class
- Answer to an individual child following the lesson
- Refer the question to be answered at home

Teachers will need to ensure that children are aware that while most issues can be kept confidential their teacher may need to pass on some information if they consider the child to be at risk.

Teachers need to be mindful that if discussions raise issues of concern for a particular child they should follow the school's child protection procedures.

What is taught and when?

The DfES SRE Guidance suggests that the following issues are likely to be covered as part of a school's sex and relationships education programme. Schools will need to include a statement about each in their policy, saying how they will be taught and at what stage.

Puberty

Menstruation

Conception

Contraception

Abortion – when abortion is covered it should enable young people to know and understand about abortion, give them an opportunity to explore dilemmas, and help them to develop the communication skills needed to discuss it with parents and health professionals. Some schools will wish to apply a particular religious ethos to this issue; this should allow pupils to consider the moral and personal dilemmas involved.

Sexually Transmitted Infections (STIs), including HIV/AIDS – this is a statutory requirement for maintained secondary schools and for special schools with secondary aged pupils. Primary schools need to consider to what extent they will cover this, according to the needs and prior knowledge of their pupils. Young people need to be aware of the risks of contracting a STI and how to prevent it.

You could put in table to show what you teach:

SRE Area	Subject	Theme /Topic	Year Group & Term

You will then need to write about areas that you don't teach. (e.g. *At xx we don't teach about contraception although if a pupil asks a question during the Year 6 programme we will explain that contraception stops an egg and a sperm joining and therefore stops a baby being made.*)

- **Evaluation and Assessment**

Assessment is an integral part of teaching SRE and enables teachers to measure what pupils have learnt and decide what to teach next. The programme is evaluated to ensure it meets the changing needs of the young people and reflects the views and values of the school community; this is carried out both by teachers and pupils.

SRE, Equal Opportunities and Inclusion

The SRE curriculum has been developed to take into account the diversity of the school population and to meet the needs of the pupils at xxx. We have consulted with parents and carers to maximise their opportunity for influence over the content and delivery. The teaching materials we use are regularly reviewed to ensure their suitability. The pupils are taught in mixed sex groupings for most SRE lessons although teachers use single sex settings when this is thought to be more appropriate.

Working with Parents and Carers (need to include right to withdrawal)

Parents and carers have an especially important role to play in SRE; they need to feel confident that xxx's programme complements and supports their role. To enable this

an information session for parents is held to discuss the SRE programme. Teaching resources will be shown and opportunities will be given for discussion and questions.

Parents and carers have the right to withdraw their children from all or part of a school's SRE programme, except those parts covered by the statutory national curriculum in science. Parents who have concerns about SRE are encouraged to talk to the class teacher to discuss the programme in detail.

The Role of the Headteacher

It is the responsibility of the headteacher to ensure that both the staff and parents are informed about our SRE 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 deliver the SRE programme effectively, and handle any difficult issues with sensitivity. Training is provided for teachers through school based and centrally provided INSET, through team-teaching and peer observation. The headteacher monitors the policy and reports to governors, when requested on the effectiveness of the policy.

Monitoring and Review

- How the policy and content will be reviewed to take into account changing needs of the pupils and parents wishes. Will include monitoring by governing body.

Date of completion:

Date of review:

Signed:

Date: