

Sex and relationship education policy

Ladygrove Park Primary

Approved by: James Walthall **Date:** 24/01/18

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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

2. Statutory requirements

SRE is not compulsory in primary schools. Academies do not have to follow the National Curriculum and are therefore not required to teach the elements of sex education in the science curriculum.

If primary academies do teach SRE, they are required by their funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Ladygrove Park we teach SRE as set out in this policy.

Please also refer to our funding agreement and articles of association for further information.

3. 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 – a working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Governor/Parent consultation – governors/parents discussed all elements of the policy
4. Pupil consultation – we investigated what pupils wanted from their SRE
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, 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.

5. 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 by an external adviser (School Health Nurse) in Years 5 and 6. Some relationship aspects might be included in religious education (RE).

Pupils in Years 5 and 6 also receive stand-alone sex education sessions delivered by a trained health professional.

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.

6. Roles and responsibilities

6.1 The governing board

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

6.2 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-science components of SRE (see section 7).

6.3 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-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.

6.4 Pupils

Pupils are expected to engage fully in SRE and, when discussing issues related to SRE, treat others with respect and sensitivity. The school will withdraw pupils from the lesson or group if they do not show respect or sensitivity. They will be taught the same content separately from their peers.

7. Parents' right to withdraw

Parents' have the right to withdraw their children from the 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. Alternative work will be given to pupils who are withdrawn from SRE.

8. Training

Staff are trained on the delivery of SRE as part of their induction and it is included in our continuing professional development calendar.

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

9. Monitoring arrangements

The delivery of SRE is monitored by the Senior Leadership Team through internal monitoring systems such as observation of class lessons or scrutiny of pupils' work.

This policy will be reviewed by the Governing Board annually. At every review, the policy will be approved by the governing board.

SRE: Appendix

Sex and relationship education has three main elements:

Attitudes and values

- learning the value of family life, marriage, and different types of stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring moral dilemmas;
- developing decision making skills

Personal and social skills

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy
- learning to make informed choices without prejudice
- managing conflict
- learning how to recognise and avoid dangerous situations

Knowledge and understanding

- learning and understanding about physical development and preparing children for the onset of puberty
- understanding emotions and relationships
- understanding the process of human reproduction and how a baby is born

The following are the standard responses we will give in discussions or in response to questions:

- orientation:
 - homosexual, lesbian, gay – a person who is attracted to someone of the same sex;
 - heterosexual, - a person who is attracted to someone of the opposite sex.
- identification:
 - transgender- a person whose sense of personal identity and gender does not correspond with their birth sex (perception);
 - transsexual- a person who emotionally and psychologically feels that they belong to the opposite sex (physical anatomy);
- contraception: this is used by people to prevent pregnancy.
- abortion: this is when a doctor stops a baby from growing before it is born and it is taken away. People have different opinions about whether this is right or wrong.
- HIV/AIDs: this is passed on when blood passes from an infected person to another; this is why we should take care not to touch other people's blood.
- consent: everyone has the right to say no at any time in relationship matters
- miscarriage: this is when a baby dies early in a pregnancy.
- rape: this is when someone forces another person to have sex; it is illegal and wrong.
- masturbation: is when someone touches their private parts; it should only be done in private.
- sexual positions/techniques: these are not appropriate questions related to our work in school.
- IVF / sperm donation: this is medical intervention to help a woman to get pregnant by fertilising her eggs outside her body and then replacing them in her womb

If a teacher is uncertain of a response to a question, they will delay the answer and get advice from the School Health Nurse.