

# Elm Park Primary School

## Sex and Relationship Education

### Policy



'Aspiring to be the best we can be!'

<b>Policy type</b>	Statutory
<b>Statutory compliance with</b>	<a href="#">guidance</a> issued by the secretary of state as outlined in section 403 of the <a href="#">Education Act 1996</a> .
<b>Responsible (author)</b>	DHT
<b>Consulted</b>	All Staff/Governors/Parents
<b>Informed</b>	Staff, Governors & Parents
<b>Review Frequency</b>	Every 3 years
<b>Next Review Date</b>	21/11/2020
<b>Approved by/Date</b>	Full GB - 21/11/17

## **1 Introduction**

To be read in conjunction with the following:

- Curriculum Policy
- PSCHE Policy
- Behaviour & Relationships Policy

## **2 Equality Impact Statement**

The school aims to design and implement services, policies and procedures that meet the diverse needs of our service, population and workforce, ensuring that none are placed at an unreasonable or unfair disadvantage over others. In the development of this policy, the school has considered its impact with regard to equalities legislation.

## **3 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 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

## **5 Statutory Requirement**

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 Elm Park Primary we teach SRE as set out in this policy.

## **6 Policy Development**

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

- a) Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- b) Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- c) Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
- d) Pupil consultation – we investigated what exactly pupils want from their SRE
- e) Ratification – once amendments were made, the policy was shared with governors and ratified

## **7 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.

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.

### **The National Curriculum**

Sex and relationship education is part of the National Curriculum for Science and PSHE and must be taught to all pupils.

### **At KS1 pupils should be taught:**

- That animals, including humans, move feed, grow use their senses and reproduce.
- To recognise and compare the main external parts of the bodies of humans and other animals.

- That humans and animals can produce offspring and that these offspring grow into adults.
- To recognise similarities between themselves and others and to treat others with sensitivity.
- About relationships focusing on friendship, bullying and the building of self-esteem

**At KS2 pupils should continue to ask questions during their work in Science and PSHE. They should be taught:**

- About how the body changes as they approach puberty.
- That life processes common to all animals include nutrition, movement, growth and reproduction.
- About the main stages of the human lifecycle.
- To name parts of the body and describe how their bodies work.
- How a baby is conceived and born.

**8 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 Parents/Carers section).

**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/Carers:**

Parents should be informed about when sex education is to be taught.

**Elm Park Primary School**  
**Sex and Relationship Education Policy**

Parents should be given the opportunity to view this policy and any materials used to teach sex and relationships education.

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.

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

## **9 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.

## **10 Monitoring arrangements**

The delivery of SRE is monitored by Lesley Fuller DHT through:  
Learning conversations and lesson visits

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

This policy will be reviewed by Lesley Fuller DHT At every review, the policy will be approved by the governing board