

## Policy for Sex and Relationships Education (SRE)

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| Governor Responsibility | Learning & Community |
| Staff Responsibility    | F. Moffatt           |
| Review Period           | Bi-annual            |
| Status                  | Statutory            |
| Reviewed                | Autumn 2016          |
| Next Review Date        | Autumn 2018          |
| Governor Signature      |                      |

## 1. Introduction

In delivering sex education, all state-funded schools must have 'due regard' to the Secretary of State's guidance on SRE (DfEE, 2000), this states that:

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13)
- Children should learn 'how a baby is conceived and born' before they leave primary school (1.16).

The Learning and Skills Act 2000 and the model funding agreements for academies and free schools require that state-funded schools ensure that within sex education children 'learn the nature of marriage and its importance for family life and the bringing up of children', and 'are protected from teaching and materials which are inappropriate'. The guidance includes some specific information about meeting the needs of young people, whatever their sexuality, including boys and girls and those with special educational needs. It also has advice about addressing specific issues in SRE such as menstruation, contraception, safer sex and abortion.

"SRE for the 21st Century" is Supplementary Advice to the government SRE guidance. It was produced in 2014 by Brook, the PSHE Association and the Sex Education Forum with the aim of supporting schools with issues that have arisen since 2000, such as safe use of online technology. It provides advice on specific issues including teaching about sexual consent, sexting, pornography, sexual exploitation, relationship violence and making SRE inclusive. Sex and relationship education is lifelong learning about ourselves; about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health. All children, whatever their background and identity are entitled to good quality SRE that helps them build a positive sense of self. Difference and diversity must be taken into account when delivering SRE. Special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background, all affect access to SRE.

Successful SRE is firmly rooted in personal, social and health education (PSHE). SRE must enable young people to gain information, develop and transfer skills and explore attitudes and values, in order to support informed decision-making.

## 2. Moral and Values Framework

At Tetherdown we take seriously our responsibility to provide a curriculum which is balanced and broadly based which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life  
(*section 2.1 national curriculum framework DfE 2013*)

Sex and Relationship Education (SRE) at Tetherdown reflects the values of our school and PSHE programme. SRE will be taught in the context of relationships. In addition SRE will promote self-esteem and emotional health and well-being and help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

SRE plays a very important part in fulfilling the statutory duties all schools have to meet in regards to safeguarding. SRE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (*Education and Inspections Act 2006 Section 38*).

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive SRE will foster good relations

between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect.

### **3. Aims and Objectives for Sex and Relationship Education**

The aim of SRE is to provide children with age appropriate information, to explore attitudes and values and develop the skills to empower them to make positive decisions about their relationships.

The objectives of Sex and Relationship Education at Tetherdown are:

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support;
- To develop skills for a healthier safer lifestyle;
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- To respect and care for their bodies;
- To be prepared for puberty and adulthood;
- To be aware that there are different types of families and relationships;
- To keep themselves and others safe.

### **4. The teaching programme for Sex and Relationship Education:**

Sex and relationship education includes the acquisition of knowledge, the development of life skills and respectful attitudes and values. Across the school children learn to express their opinions about relationships and develop their understanding of issues such as respect, difference and bullying.

SRE will also include learning about life processes, including the physical changes that take place at puberty, why they happen, how to manage them as well as sexual reproduction. For all SRE topics, age and cultural backgrounds of the pupils are taken in to account in relation to presenting information which is appropriate to their stage of development and maturity. SRE also helps children understand on and offline safety, consent, violence and exploitation. Children are reminded of acceptable use of social media, including the internet. This includes guidance on how they should behave and respond, for example, to images of a sexual nature or cultural content, such as marketing and advertising using sexual imagery. We take this opportunity to develop children's understanding of what are acceptable and unacceptable interactions between one another.

Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions. Children will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures. SRE should be firmly embedded in all Curriculum areas, including Personal, Social and Health Education (PSHE), Science and ICT. See appendices for scheme of work.

**We use the Sex Education Forum curriculum design tool for support with sets of questions to explore with pupils in SRE at each stage**

<http://www.sexeducationforum.org.uk/resources/curriculum-design.aspx>

This content has been agreed in consultation with governors, parents and teaching staff.

## **5. The organisation of Sex and Relationship Education**

Sex and relationship education is delivered through Science, RE, PSHE, Citizenship, Literacy activities, circle time and ICT. Sex and relationship education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse. A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of video, discussion, looking at case studies, drama and role plays.

Sex and relationship education is usually delivered in mixed gender groups however; there may be occasions where single gender groups are more appropriate and relevant. Year group planning across the school ensures learning progression.

### **5.1 Ground Rules:**

SRE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any SRE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language
- The asking and answering of personal questions
- Strategies for checking or accessing information

## **6. Specific Issues**

### **6.1 Parental consultation**

The government guidance on SRE (DfE 2000) emphasises the importance of schools working in partnership with parents. Under current legislation schools should enable parents to exercise their right to withdraw their children from any school SRE taught outside National Curriculum Science. Such a request must be made in writing to the Headteacher. Parents have a legal right to see the school SRE policy and to be given a copy of it (Education Act 1996). Parents should also be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

The school includes information on sex and relationship education in the school prospectus and full details are available on request. The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to view the videos and resources being used. Parent SRE workshops are also offered in Year 6.

### **6.2 Child Protection / Confidentiality**

A member of staff cannot promise confidentiality if child protection concerns are raised during any lesson. The school has a Child Protection Policy to ensure staff are aware of procedures (see Child Protection / Safe Guarding Policy).

### **6.3 Dealing with difficult questions**

We acknowledge that sensitive and potentially difficult issues will arise in SRE as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for SRE. As a first principle we will answer questions relating to the taught planned curriculum for that age group to the whole class. We will answer questions relating to areas beyond the taught planned curriculum for that age group, in a sensitive and age appropriate way only to the child or children who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it they will seek guidance from the PSHE leader.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to the designated person for child protection in line with school's Safeguarding Policy.

## **6.4 Children with special needs**

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

## **7. Monitoring and Evaluation**

Monitoring is the responsibility of the Headteacher, named governor and teacher with responsibility for sex and relationship education. Monitoring is an ongoing process that checks the degree to which the scheme of work is being effectively implemented. Monitoring answers the questions:

- Is the programme effectively managed and are staff clear about their roles and responsibilities?
- Does the planned programme reflect national guidance, local priorities and pupils' needs?
- Are all pupils being taught the programme as planned?
- Is the quality of teaching consistent across all classes and does it exemplify best practice?

These questions will be answered with a system of lesson observations and peer support and regular review of the SRE policy and programme including looking at staff records and samples of pupils' work.

Evaluation is the process that measures whether the lesson or unit of work is effective and worthwhile. The assessment of pupil learning will contribute to the lesson/unit evaluation. Evaluation answers the questions:

- Has this lesson or unit enabled the pupils to learn what was intended?
- Does it meet the needs of the pupils?
- What do we think of it? (teachers and pupils)
- What are its good and bad points?
- Do we need to modify it in any way to improve it?

These questions will be answered by both structured and informal pupil and staff feedback in the form of:

- Teacher evaluation of lessons, units and the overall SRE programme
- evidence from lesson observations
- evaluation of contributions of external partners
- feedback and evaluation by pupils
- scrutiny of assessment records

Assessment is the process by which an individual pupil's achievements are measured against the lesson objectives. Assessment plays a key role in effective SRE teaching and learning.

As in all lessons pupils are encouraged to self assess against the objectives of the lesson and marking and feedback supports pupils to reflect on and deepen their understanding (see marking policy)

## **8. Role of the Subject leader**

- To manage the scheme of work for the delivery of sex and relationship education
- Ensure teachers inform parents of upcoming topics, particularly those of a sensitive nature, and that they have the right to withdraw their child should they have a valid reason (advising of the correct approach for parents).
- To support teachers in providing appropriate resources, making them available for the successful delivery of the topics within a scheme of work.
- Liaise with outside agencies as appropriate.
- To review the policy and keep abreast of any changes advising SLT and governors accordingly.

## **9. Links to other school policies**

- Science policy
- PSHE policy
- Safeguarding and Child Protection Policy
- Learning and Teaching Policy
- Equal Opportunities Policy
- Health and Safety Policy

- E-safety Policy
- Behaviour and Anti-Bullying Policy

## 10. Further Guidance Documents

- Academies Act (2010) Crown copyright <http://www.legislation.gov.uk/ukpga/2010/32/contents>
- Brook, the PSHE Association and the Sex Education Forum (2014) Sex and Relationships Education (SRE) for the 21st Century; Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) <http://www.sexeducationforum.org.uk/resources/sre-advice-for-schools.aspx>
- DfEE (2000) Sex and Relationship Education guidance, Crown copyright. <https://www.gov.uk/government/publications/sex-and-relationship-education>
- PSHE Association (2014) Programme of Study for PSHE Education (Accessed 11 July 2014) [https://www.psheassociation.org.uk/resources\\_search\\_details.aspx?ResourceId=495](https://www.psheassociation.org.uk/resources_search_details.aspx?ResourceId=495)
- Sex Education Forum (2007) Confidentiality: promoting young people's sexual health and wellbeing in secondary schools, NCB. <http://www.sexeducationforum.org.uk/schools/one-to-one-helpavailable.aspx>
- Sex Education Forum (2013a) Laying the Foundations a practical guide to SRE in primary schools, Second Edition, NCB. <http://shop.ncb.org.uk/ProductDetails.asp?ProductCode=6300-050b10202P>
- Sex Education Forum (2013b) Let's get it right; a toolkit for involving primary school children in reviewing their sex and relationships education, NCB. <http://shop.ncb.org.uk/ProductDetails.asp?ProductCode=6300-050b10197P>
- Sex Education Forum (2013c) Let's work together; a practical guide for schools to involve parents and carers in sex and relationships education, NCB. <http://shop.ncb.org.uk/ProductDetails.asp?ProductCode=6300-050b10198P>
- Sex Education Forum (2010) Curriculum design tool (Accessed 11 July 2014) <http://www.sexeducationforum.org.uk/resources/curriculum-design.aspx>