

# Stillington Community Primary School

## Draft Sex and Relationship Education Policy

<b>Approved by:</b>	School Improvement Committee	<b>Date:</b> 6/11/2017
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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

This policy is informed by Sex and Relationship Education Guidance DfEE 0116/2000 (<https://www.gov.uk/government/publications/sex-and-relationship-education>)

Further supplementary guidance has been produced 'Sex and Relationships Education for the 21st Century' (March 2014); <http://www.brook.org.uk/index.php/information/sre-supplementary-advice>

SRE is not compulsory in primary schools. However, primary schools are required to teach the elements of sex education contained in the science curriculum.

At Stillington Primary School we teach SRE as set out in this policy.

## 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. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
2. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
3. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

### What is sex and relationships education (SRE)?

Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, sexuality and sexual health. It should support pupils gain accurate information, develop skills and form positive beliefs, values and attitudes. It also gives pupils essential skills for building positive, enjoyable, respectful, loving and non-exploitative relationships, staying safe both on and offline. Enabling them to take responsibility for their body, relationships, reproduction, sexual health and wellbeing.

## 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 other aspects are included in religious education (RE).

Year 6 Pupils also receive stand-alone sex education sessions delivered by the Headteacher.

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
- Respecting others irrespective of different abilities, levels of maturity and personal circumstances (sexual orientation, gender identity, faith or culture)

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-statutory / 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-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.

### **6.4 Pupils**

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

## **7. Parents' right to withdraw**

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.

The Headteacher will provide an alternative work space on site & alternative work will be given to pupils who are withdrawn from SRE. The Headteacher will share the resources to be used in class and encourage the parent to talk to their child about SRE.

## **8. Training**

Staff are trained on the delivery of SRE as part of their induction. All staff have completed training regarding child protection issues and confidentiality, this forms part of our on-going professional development for staff.

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

## **9. Monitoring arrangements**

The delivery of SRE is monitored by Sarah Atkinson through:

Lesson monitoring, pupil interviews, learning walks & work scrutiny

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

This policy will be reviewed by The School Improvement Committee, every 2 years or sooner if necessary. At every review, the policy will be approved by the Governing Board.