



Sex and relationships policy

Statutory policy

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| Chair: | <u>Andrew Brown</u> |
| Headteacher: | <u>Katharine Hall</u> |
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Aims

The aim of sex and relationship education (SRE) is to provide children with age appropriate information, explore attitudes and values and develop skills in order to help them make positive decisions about their health-related behavior. The SRE policy at our school has the following aims:

- Provide a framework in which sensitive discussions can take place;
- Provide the knowledge and information to which all pupils are entitled;
- 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;
- To raise self-esteem and confidence, especially in their relationships with others;
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies;
- To help pupils learn to respect and care for their bodies.

Statutory requirements

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

Policy development – To be actioned with parents

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 member of staff or 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. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their SRE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

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.

Delivery of SRE

All those who teach aspects of SRE within school, including visitors, are expected to be guided by the following values framework, which represents the values held in common by the whole school community.

- Value and respect themselves;
- Value and respect others;
- Value and respect differences in people's religion, culture, sexual orientation, physical and mental ability and social background.

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.

Roles and responsibilities

The governing body

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 components of SRE. The headteacher will ensure that staff and parents are informed about the SRE policy

Staff

Staff are responsible for:

- Delivering SRE in a sensitive manner and in confidence.
- 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 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.

If a child makes reference to being involved, or likely to be involved in sexual activity, or indicates they may have been a victim of abuse, this will be dealt with in line with our [Child Protection and Safeguarding Policy](#).

If a pupil asks an explicit or difficult question, the staff will use their professional judgement in deciding the best way to answer. This may be through individual work or discussion with the child. If the staff member is concerned, they will refer to the headteacher who will discuss the matter with the parents, or follow appropriate procedures.

Pupils

- Pupils are expected to engage fully in SRE and, when discussing issues related to SRE, treat others with respect and sensitivity.
- Pupils are expected to follow the values framework as outlined in section 5.

Pupils with SEN.

Where necessary additional support will be organized. This may include small group or individual lessons or adapting resources to enable access. Parents may be need to be consulted.

Role of Parents.

The school is well aware that the primary role in pupil's SRE lies with parents. We aim to work with parents

Parents' right to withdraw

Parents' have the right to withdraw their children from the non-statutory 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.

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.

Monitoring arrangements

The delivery of SRE is monitored by the Senior Leadership Team through:

- Planning scrutinies;
- Lesson observations;
- Learning walks;
- Discussions with pupils

Pupils' development in SRE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the school and its stakeholders. At every review, the policy will be approved by the Full Governing Body.

Equality Statement

Our school recognise children's diverse circumstances and is committed to its legal responsibilities under the Equality Act 2010. Each child regardless of their background could be a victim of child abuse and is therefore entitled to the same degree of protection and support.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

This policy is linked to the following:

MPS: Child Protection and Safeguarding Policy

MPS: Confidentiality

MPS: Positive Behaviour Policy