



Policy for **Sex & Relationship Education**

Updated : October 2018

Introduction

We believe this policy relates to the following legislation:
Education Act 1996

The following documentation is also related to this policy:
Statutory Guidance on Sex and Relationship Education (DfE)

We believe sex education is best defined as '...learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health'. (Sex Education and Relationship Education Guidance)

In this school SRE is part of the personal, social and health education curriculum. Through SRE we inform children about sexual issues but in the context of morality and individual responsibility. This allows children to ask and explore moral questions. Under no circumstance do we use sex education as a means of promoting any form of sexual orientation. We aim to work closely with parents, carers and governors and to create an ethos that will ensure all pupils receive appropriate, accurate and honest answers to their questions about SRE. We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To offer all pupils a planned programme of education about human development, relationships, sexuality and family life which is developmental and appropriate to the age and maturity of the child.
- To teach sexuality within a moral framework emphasising stable relationships and family life.
- To encourage pupils to develop a positive attitude to all body functions.
- To help children understand that they have rights over their bodies.
- To help pupils recognise peer social pressure and boost self esteem.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be responsible for Personal, Social and Health Education;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- produced a policy outlining the rationale and organisation of the Sex and Relationships Education (SRE) programme;
- a duty to inform parents of the policy;
- a duty to inform parents of their right of withdrawing their child from all or part of the school's SRE programme if they so wish
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Headteacher will:

- implement the policy;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the link governor and coordinator;

- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- organise effective training for the teaching staff so that they can handle any difficult issues with sensitivity
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

Role of the Coordinator

The Coordinator will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- make effective use of relevant research and information to improve this policy;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- attend training related to this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

Role of School Personnel

School personnel will:

- comply with all aspects of this policy;
- use a variety of teaching methods and resources to deliver the SRE programme;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

Role of Pupils

Pupils will:

- comply be aware of and comply with this policy;
- listen carefully to all instructions given by the teacher;
- be encouraged to ask questions in order to further develop their knowledge, skills and attitudes;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys

Role of Parents

All parents must:

- comply acknowledge that they have a primary role in their child's SRE programme;
- be fully aware of the school's SRE policy;
- ask any pertinent questions regarding their child's sex education at the school;
- be aware of their right of withdrawing their child from all or part of the SRE programme that we teach in this school

- take part in periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

Role of the Local Health Authority

The school nurse provides advice and support with our SRE programme.

Sex & Relationship Education Programme

We carry out the main SRE teaching in our Personal, Social, Health and Citizenship Education (PSHCE) curriculum.

We also teach some sex education through other subject areas (for example, science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

Organisation of the Sex & Relationship Education Programme

The organisation and management of our SRE programme is undertaken by:

- The leadership team
- Year leaders
- Teaching staff
- Governors

The planning and delivery of the programme is undertaken by each Year Leader.

The delivery of this programme will be flexible and it will be delivered through:

- topics;
- planned aspects of science;
- class discussions or circle time,
- assemblies;
- the occasional visit from the school nurse

Confidentiality

The teaching staff will endeavour to respect a child's confidence, unless we consider the child to be at risk. Where confidentiality has to be breached, reasons will be given.

Teachers cannot promise a child that they will 'keep a secret'.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
 - ⇒ All aspects of this policy
 - ⇒ PSHE
 - ⇒ Equal opportunities
 - ⇒ Inclusion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.