



Sex and Relationship Education policy

Approved by:	Children's Committee	Date: 13 th December 2018
Signed by:	(Chair)	
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1. Aims

We are a Rights Respecting Federation and this policy was developed in response to the new 2014 National Curriculum Personal Social and Health Education (PSHE) and SRE guidance and The UNCRC (United Nations Convention on the Rights of a Child).

UNICEF explain that:

'The UNICEF UK Rights Respecting School Award (RRSA) is based on principles of equality, dignity, respect, non-discrimination and participation. The RRSA seeks to put the UN Convention on the Rights of the Child at the heart of a school's ethos and culture to improve well-being and develop every child's talents and abilities to their full potential. A rights-respecting school is a community where children's rights are learned, taught, practised, respected, protected and promoted. Young people and the school community learn about children's rights by putting them into practice every day.'

The aims of sex and relationship education (SRE) at our federation are to:

- Develop a positive understanding of friendships.
- Help our young people understand family dynamics in modern Britain.
- 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 and for post 11 pupils to understand the meaning of consent
- Create a positive culture around issues of sexuality and relationships

- Teach pupils the correct vocabulary to describe themselves and their bodies
- Understand the consequences of their actions and behave responsibly within sexual and non-sexual relationships
- Avoid being exploited or exploiting others

2. Statutory requirements

SRE is compulsory from age 11 onwards. Primary schools are required to teach the elements of sex education contained in the science curriculum.

At The North & South West Durham Learning Federation we teach SRE as set out in this policy.

Under [section 3.6 of the National Curriculum](#), SRE is compulsory from year 7 onwards.

Secondary schools must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

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. Review – PSHE Leads across the federation 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 can view this policy via the school websites.
4. Pupil consultation – we investigated what exactly pupils want from their SRE by asking them to write down questions they would like answered and by asking pupils to complete questionnaires at school council meetings.
5. Wider school community – School Nursing Service are consulted on aspects of this policy that they support pupils with.
6. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. 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.

5. Delivery of SRE

See Evergreen Appendix, The Oaks Appendix and Croft Appendix for details of how SRE is delivered in each school.

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 friendships, changing relationships and emotions
- Recognising the difference between good and bad relationships
- Recognising and assessing potential risks
- Learning to manage emotions within relationships confidently and sensitively off and online
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect, positive self-esteem, confidence and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Making informed choices with an absence of prejudice
- Discussion and group work

These skills are taught sensitively within the context of a diverse family life in modern Britain.

6. Roles and responsibilities

6.1 The Governing Body

The governing body will approve the SRE policy, and hold the Executive Head Teacher to account for its implementation.

6.2 The Executive Head Teacher

The Executive Head Teacher is responsible for ensuring that SRE is taught consistently across the federation.

6.3 The Head of School

The Head of School is responsible for managing requests to withdraw pupils from components of SRE (see section 7).

6.4 Staff

Staff are responsible for:

- Setting up ground rules with their class at the start of the Summer Term and then refer back to these at the start of each SRE session
- Respect a pupil's right to not take part in a discussion / activity
- Delivering SRE in a sensitive way appropriate to the needs and understanding of their pupils
- 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 components of SRE

- Ensure pupils understand that there may be occasions when you have to share something they have told you with The Head of School / Deputy Head
- Referring any disclosures, safeguarding issues raised or possible child protection concerns to The Head of School / Deputy Head through the federation CPOMS or Behaviour Watch procedures

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 Executive Head Teacher.

6.5 Pupils

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

7. Parents' right to withdraw

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss their concerns and / or decisions with the Head of School at the earliest opportunity. Parents are welcome to review any SRE resources used across the federation.

8. Confidentiality and Safeguarding

It should be made clear to pupils across the federation that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class Ground Rules.

9. Training

Staff are trained on the delivery of SRE as part of their continuing professional development.

The PSHE Subject Leader 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 when required.

10. Monitoring arrangements

The delivery of SRE is monitored by PSHE Subject Leaders through:

- Work scrutiny
- Learning walks
- Staff meetings
- Through questioning staff / pupils
- Questionnaires
- Data analysis
- Feedback on impact of Interventions
- Link Governor meetings

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

This policy will be reviewed by Katy Bennett – Evergreen, Catherine De Muschamp –The Oaks and Becky Davison Croft.

At every review, the policy will be approved by The North & South West Durham Learning Federation Governing Body.

APPENDIX 1

Organisation and Content of Sex and Relationship Education – Evergreen Primary School

Evergreen Primary School specifically delivers sex and relationship education through its PSED Programme at EYFS, KS1 and KS2. We use the 'Lucinda and Godfrey Growing and Changing' whole school resources to deliver 4 discrete SRE lessons during the summer term each academic year. It was decided as a whole school to use the resources up to the Year 5 programme. In addition, children in Year 6 have a puberty talk delivered by the school nurse at an appropriate level for their need and understanding.

School staff are the best people to work with the pupils on the SRE topics as they are aware of each pupil's individual circumstances. SRE lessons are set within the wider context of the PSED curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also taught as part of National Curriculum Science to pupils in Upper Key Stage 2.

Any SRE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When pupils ask questions, we aim to answer them honestly at an age appropriate level and within the ground rules established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time.

Evergreen – SRE Primary Curriculum Overview

TOPICS	FOUNDATION STAGE	KEY STAGE ONE		KEY STAGE TWO			
	Early Years	Year One	Year two	Year Three	Year Four	Year Five	Year Six
	Build a Special Person	Friends and Friendship	Know your feelings, Would it help if.....?	Feelings	Who makes the choice?	Keeping Ourselves Healthy	Puberty Talk with School Nursing Service
	Looking at Ourselves	Friendship Quilt	The Smell Monster	Know your Feelings	Rules	Growing and Changing – Rules and Laws	Hygiene during Puberty
	Same and Different	Friends are people we can trust	The Smell Monster – Keeping Clean	Someone to Tell	Keeping safe outside school	Growing and Changing – Healthy Lifestyle	Emotional and physical changes during puberty
	Exploring Friendship	Keeping Friends	Keeping our bodies clean	Making Decisions	Responsibility	Growing and Changing – Puberty	Your questions answered
	Include assessment opportunities in every lesson and at the end of each unit						

APPENDIX 2

Organisation and Content of Sex and Relationship Education – The Oaks Secondary School

In a secondary school setting (in addition to the aims already mentioned in the federation document) we also focus on the following issues;

- The law and consent
- Understanding what a good relationship looks like
- Diversity in relationships
- Self esteem
- Contraception
- STIs
- The implications of pregnancy and teenage parenthood
- Social media / sexting

We are currently working with the Durham County lead on SRE with a small group of other local secondary schools to ensure that our provision and CPD is meaningful to our setting and up to date. This will run until December 2018.

We are running an information stall with the nursing team and the County SRE Lead during parents' evening in order to offer parents a chance to share their views and complete a questionnaire.

In addition we are starting an AQA PSHE qualification for year 10 and 11 which includes work on SRE.

For students who need confidential advice on SRE we have a drop in session run by the school nurse on Friday afternoons and students can also approach any member of staff if they need to.

The Oaks Curriculum Overview

Year group	Year 7	Year 8	Year 9	Year 10	Year 11
Relationships (inc SRE) Summer	First half term Recognising personal needs, maintaining wellbeing Risks to wellbeing inc first aid, cyberbullying, stranger danger, good and bad relationship signs. Second half term Managing change and transition including puberty.	First half term Being bullied and bullying, cyber bullying, recognising good and bad relationship signs. Bereavement and divorce. Second half term Compromise and consequences. Emotional impact of puberty and peer pressure.	First half term Recognising and managing emotions in relationships, risky relationships, identifying good and bad relationships. Second half term Consent in a variety of contexts, contraception choices and safe sex, STDs, taking responsibility and peer pressure.	First half term Respecting equality and diversity in relationships, recognising good and bad relationships. Second half term Pregnancy and birth, contraception revisited Accessing support and advice.	First half term Healthy relationships in a range of contexts. Recognising abuse in relationships. Second half term Parenthood and the consequences of pregnancy. The responsibilities of being a parent. Reminders of safe sex and STDs.

PSHE KS3/4

PSHE: Units of Study/overview.

ASDAN Key Steps

2018-2019

Key stages	Years	Autumn		Spring		Summer	
		1	2	3	4	5	6
3	7	Identity	Health	Community	Environment	Identity	Health
	8	Health	Identity	Environment	Community	Citizenship	Health
	9	Community	Health	Identity	Citizenship	Values	Environment
4	10	Emotional wellbeing	Healthy Lifestyles	Personal Safety	Sex and relationship education	Drugs education	Introduction to Diversity, Prejudice and Discrimination
	11	Emotional Wellbeing	Healthy Lifestyles	Personal Safety	Sex and Relationship Education	Relationships, behaviours and practices in the workplace	Units needing extra work for accreditation