



# Hawridge and Cholesbury CE School

## Sex and Relationship Education Policy – May 2015

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### **Section 1: Introduction**

#### **Purpose:**

The purpose of this policy is to describe our practice in Sex and Relationship Education and learning (SRE) and the principles upon which this is based.

#### **Definition:**

We define SRE as lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.

#### **Aim:**

Through SRE we aim to:

Ensure that pupils receive their sex education in the wider context of relationships.  
Promote the spiritual, moral, cultural, mental and physical development of all pupils.  
Prepare those pupils for the opportunities, responsibilities and experiences of adult life.  
Protect, safeguard and promote the wellbeing of all pupils.

#### **Wider school aims/ethos:**

This policy supports our school values of Respect, Responsibility, Peace, Honesty, Understanding and Teamwork.

SRE forms an integral part of the curriculum policy and schemes of work for the following subjects: SMSC, PSHE, Science and RE. This policy should also be read in conjunction with our policies for Behaviour, Citizenship, Child Protection, Anti-bullying and Equal Opportunities.

#### **Consultation:**

This policy was written by Helen Dunford, PSHE leader, in consultation with

- *Parent Body – May 2015*
- *Teaching staff – May 2015*
- *Governors – full governing body meeting, ? 2015*

## Sources and references:

The following statutory and non-statutory guidance was used when completing this policy:

- DfEE SRE Guidance DfEE 0116/2000 (Statutory)
- SRE for the 21<sup>st</sup> Century supplementary advice to the DfEE SRE Guidance  
(SE Forum, Brook.org.uk , PSHE Association)
- PSHE Association: SRE Policy guidance
- OFSTED report “Not yet Good Enough: PSHE” May 2013
- National Curriculum 2014 (Statutory Science)
- Life lessons: PSHE and SRE Feb 2015 House of Commons Education committee

## Section 2: Procedures and practice

**The PSHE leader** is responsible for writing an annual action plan for the development of SRE. This is part of the whole school development plan to which all staff and governors have access. (See appendix One) In addition the PSHE leader will monitor the provision of SRE throughout the school as detailed on the action plan. The PSHE leader is responsible for developing a scheme of work for SRE ensuring an approach which links with other curriculum objectives.

The **Governing body** will ratify the policy, keep it up to date, and make it available to parents. They will ensure that sex education is provided in a way that encourages pupils to consider morals and the value of family life.

**The Governor for PSHE** is responsible for meeting once a year with the PSHE leader, for discussing subject strengths and areas for development, and for reporting these to the governing body.

**The Head teacher** will ensure that:

The governing body is advised about the nature and organisation of sex and relationships education and how it reflects the aims and values of the school.

Sex education is provided in a way that encourages pupils to consider morals and the value of family life.

Pupils are protected from inappropriate teaching materials

A scheme of work is agreed and implemented

Parents are informed about the programme for sex education through the school web site, class curriculum meetings and parent forum meetings.

**Class teachers** are responsible for following this policy and incorporating SRE in their long term curriculum map. They should plan and deliver lessons according to the Scheme of Work and in a way which encourages pupils to consider morals and the value of family life. Teachers may participate in training to provide sex education in line with the school curriculum policy.

Teachers should draw to the attention of the headteacher any materials which they consider to be inappropriate and respond appropriately to those pupils whose parents wish them to be withdrawn from sex education.

### Organisation:

SRE will usually be taught during PSHE at the time shown on the class timetable. Where Science or RE coverage overlaps with SRE, some SRE content may be delivered in Science lessons.

### Teaching Approaches:

A variety of methods will be used to deliver relevant information taking into account the developmental differences of children. Teachers will consider what is appropriate and inappropriate in a whole-class setting.

## **Pupil Grouping**

Pupils will be taught in mixed gender and ability groups. Where religious, cultural and ethnic differences are concerned, arrangements will be made.

## **Parental partnership**

SRE is not a task for the school in isolation, and we seek to work in partnership with parents to ensure that the teaching of sex education reflects their expectations and complements teaching at home. Parents have the right to withdraw their children from all or part of SRE except for those parts included in the statutory National Science Curriculum. Parents wishing to exercise this right are invited to discuss their concerns with the Headteacher. Once a child has been withdrawn they cannot take part in SRE until the request for withdrawal has been removed.

## **Confidentiality**

School staff cannot offer or guarantee pupils unconditional confidentiality. If there is a disclosure, or any possibility of abuse, staff will follow the school's child protection procedure. Guidance about the norms of sexual behaviour in children will be based on the Brook Sexual Behaviours Traffic Light Tool. (see appendix)

## **Resources:**

SRE is taught following our own scheme of work which is developmental and tailored to the age and physical and emotional maturity of pupils. It will ensure that both boys and girls know about puberty and the processes of reproduction as set out in Key Stages 1 and 2 of the National Science Curriculum:

Y2: Notice that animals, including humans, have offspring which grow into adults  
(They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.)

Y5 Describe the changes as humans develop to old age.  
(Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.  
Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.)

The Scheme of work makes reference to several published resources and these are reviewed with this policy. Specific Learning outcomes for each year group can be found in the Scheme of Work. We will allow pupils to raise anonymous questions by providing an anonymous question box where pupils who are not comfortable raising questions in an open setting may ask questions to be responded to at a later date.

In Key Stage 1 and Lower Key Stage 2, education about relationships will focus on:  
the importance of friendships and family;  
feelings associated with change; and  
physical differences between the genders.

In Upper Key Stage 2 pupils will learn about:  
changes in the body related to puberty, such as periods and voice breaking;  
when these changes are likely to happen and what issues may cause young people anxiety and how they can deal with these; and  
how a baby is conceived and born.

## **Outside Agencies**

The school may make use of professionals, such as the school nurse, in the development and implementation of the SRE programme. Such members of the wider community will be made aware of the school's policy and will be required to abide by it.

### **Assessment:**

There are no specific assessment requirements for SRE. The established practice of AfL will guide teaching.

### **Monitoring and evaluation:**

The PSHE leader monitors the impact of SRE through learning walks, pupil voice and planning scrutiny. The head teacher will provide a report on the implementation of the scheme of work once each year together with a record of parental and pupil complaints, the number of pupils withdrawn from lessons, and the number of teachers and other staff involved in training on sex education. Lessons on sex education will be observed in the normal programme of monitoring teaching and the judgements about the impact of the lesson on pupils will be included in the report.

## **Section 3: Concluding notes**

### **Monitoring and review:**

The governor with responsibility for PSHE is primarily responsible for monitoring the implementation of this policy. This will be through annual discussion with the subject leader and consideration of the evidence included in the subject leader portfolio. The governor will report on this to the curriculum committee annually. The work of the subject leader will also be subject to review by the headteacher as part of the performance management arrangements.

### **Other documents and appendices:**

The SRE policy should be read in conjunction with our policies for RE, PSHE, Science, Citizenship, Behaviour and Child Protection.

There are three appendices to this policy:

Appendix 1: School Development Plan

Appendix 2: PSHE Action Plan

Appendix 3: Scheme of Work for SRE

### **Governor approval and review dates:**

This policy was approved by the full governing body in May 2015. It is due for review in May 2018.