

## Sex & Relationship Education (SRE) Policy

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<b>Date of policy:</b>	Initially May 2010, revised
<b>Date last review adopted by governing body:</b>	26 February 2019
<b>Frequency of review:</b>	3 years, earlier if required

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### 1. What is SRE?

SRE is a lifelong learning about physical, moral and emotional development. It is embedded in a context that enhances the self-worth and confidence of each individual and encourages mutually respectful relationships and empathy for others.

It has three main elements:

- Attitudes and values
- Personal and social skills
- Knowledge and understanding

The new guidance (2019) recognises the need for the focus in primary school to be on teaching characteristics of good physical health and mental wellbeing and that both are as important.

### 2. How is SRE provided?

SRE is an integral part of Personal, Social, Health Education (PSHE) and is delivered through the four broad themes of the Framework:

- Developing confidence, responsibility and making the most of individual abilities
- Preparing to play an active role as citizens
- Developing a healthy, safer lifestyle
- Developing good relationships and respecting the differences between people

It is also one of a number of specific themes, which make up the National Healthy School Standard (NHSS) as well as being covered in Science under Living things and their habitats:

- Children should notice that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different food

By the end of primary school pupils should know about families and people who care for them, caring friendships, respectful friendships, online relationships and being safe.

In terms of physical health and wellbeing, children need to be aware of mental well-being, internet safety and harms, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, changing adolescent body (Junior school age).

Sex and relationship education is fully integrated into the curriculum and not isolated, taken out of context, or over-emphasised in any way. Sex education is not compulsory in primary schools.

Some aspects, particularly those dealing with behaviour and relationships are also covered in assembly, religious education, through topics and in other activities which make up school life. Class teachers and the senior Management Team will have the responsibility for ensuring the delivery of SRE.

### **3. Links with policies**

The SRE policy has clear links with other school policies including the:

- Equal Opportunities Policy
- Health and Safety Policy
- Special Educational Needs Policy
- Drugs Education Policy
- PSHE Policy
- Behaviour Policy
- Managing medical conditions in school policy

### **4. Monitoring and evaluation**

The Governing Body will review this policy annually and assess its implementation and effectiveness. The policy will be promoted throughout the school.

### **5. Parents' rights to withdrawal**

In line with the Education Act (1993), parents have the right to withdraw their children from any of all parts of the school's programme of Sex and Relationship Education, other than those elements which are required by the National Curriculum. As we do not introduce any concepts that are either sensitive or outside those within National Curriculum requirements it should not, at our school, be necessary for parents to withdraw their children from the aspects of SRE we cover. However, parents are always welcome to discuss any reservations with the class teacher(s) concerned or the Headteacher.

### **6. Children with SEND/Vulnerable children/LGBT children**

Sex and relationships education must be accessible for all pupils. The circumstances of individual children must be taken into account when planning SRE and in general, for example those children who have same sex parents.

### **7. Equality statement**

The governors and staff are committed to providing the full range of opportunities for all pupils regardless of gender, disability, and ethnicity, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping.