



Policy:	Sex & Relationship Education
Owner:	Strategy Team
Approval Date:	June 2018
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Review Date:	June 2021
Signed:	
Notes:	Linked to our PSHE, Safeguarding, Online Safety and Child Protection Policies. SRE is not compulsory in primary schools. However, primary schools are required to teach the elements of sex education contained in the science curriculum.

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1. Aims

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

- 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
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. 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.

At St Peter's we teach SRE as set out in this policy and regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#). This states that the governing body and head teacher shall take such steps as are reasonably practicable to secure that where sex education is given to pupils, it is given in such a manner as to encourage those pupils to have due regard to moral considerations and the value of family life, so that they learn the nature of marriage and its importance for family life and the bringing up of children. Further, that they are protected from teaching and materials which are inappropriate having regard to the age and the religious and cultural background of the pupils concerned.



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:

- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy and the delivery of SRE.
- Pupil consultation – we investigated what exactly pupils want from their SRE.
- 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

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).

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

Pupils in Year 6 also receive stand-alone sex education sessions delivered by members of the school staff. These are delivered separately to the boys and girls, by staff members of their own gender.

6. Roles and responsibilities

6.1 The Governing Body

The Governing Body will approve the SRE policy and hold the Headteacher to account for its implementation. The Governing Body has delegated the approval of this policy to the Strategy Group.



6.2 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/non-science] components of SRE (see section 7).

6.3 Staff

Staff are responsible for:

- Delivering SRE in a sensitive way
- Modelling positive attitudes to SRE
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] 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.

6.4 Pupils

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

7. Parents' right to withdraw

Parents have the right to withdraw their children from the [non-statutory/non-science] 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.

Alternative work will be given to pupils who are withdrawn from SRE.

8. Training

When identified as a training need, the delivery of SRE will be covered as part of the school's CPD programme. This may include having visitors from outside the school, such as school nurses or sexual health professionals, provide support and training to staff teaching SRE.

9. Monitoring arrangements

The delivery of SRE is monitored by the Headteacher as part of the normal monitoring process and by the Governing Body, with the views of year 6 pupils garnered through exit interviews. Pupils' development in SRE is monitored by class teachers as part of our internal assessment systems.