

Sex and Relationships Education Policy

“We aim for all our children to develop a love of learning that will last them a lifetime, caring for and respecting the world around them, valuing differences and broadening moral values”

The Solent Schools, Vision, Values and Aims

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| Responsibility for policy review | Local Governing Body |
| Date reviewed | February 2019 |
| Review cycle | Annual. Next review: Spring 2020 |
| Linked Policies | |
| Signature:  Chair of Governors | 5 February 2019 Date |





1. Aims

The aims of sex and relationship education (SRE) at our schools 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. Academies do not have to follow the National Curriculum and are therefore not required to teach the elements of sex education in the science curriculum.

If primary academies do teach SRE, they are required by their funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Solent Infant and Junior School we teach SRE as set out in this policy.

Please also refer to The De Curci Trust funding agreement and Articles of Association for further information.

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 – a member of staff or working group 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 were invited to attend a meeting about the policy;





4. Pupil consultation – we investigated what exactly pupils want from their SRE;
5. 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 and the content is determined by the pupils' age and stage. Biological aspects of SRE are taught within the science curriculum, and other aspects are included in religious education (RE).

For further, more specific, details regarding the content taught at each Key Stage, please refer to the year group curriculum map available on the school website.

At Solent Junior School (Key Stage 2, Year group 3-6) parents and carers are invited to attend a meeting each year, prior to the SRE delivery point. During this meeting, the class teacher will outline the content of the delivery and will provide opportunities for questions. The slides from these meetings are then made available on the school website for reference.

If parents or carers still have any questions relating to the delivery of SRE, they are strongly encouraged to contact their child's class teacher, or the Head of School, who will respond directly.

The needs of individual pupils will be taken into account wherever necessary. If parents or carers would like to discuss individual circumstances, they should contact the Head of School to arrange a meeting.



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

These skills are taught within the context of family life.

6. Roles and responsibilities

6.1 The local governing body

The local governing body will approve the SRE policy and hold the Executive Headteacher to account for its implementation.

6.2 The Head of School

The Head of School is responsible for ensuring that SRE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of SRE (see section 7). The Head of School is also responsible for ensuring that each year group at Key Stage Two (Year 3 upwards) holds a meeting at least annually where contents of the SRE curriculum and teaching and delivery methods are shared with parents and carers.

6.3 Staff

Staff are responsible for:

- Delivering SRE in a sensitive way
- 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 the non-statutory 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 Head of School.

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 components of SRE.

Requests for withdrawal should be put in writing and addressed to the Head of School. A copy of withdrawal requests will be placed in the pupil's educational record. The Head of School will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from SRE.

8. Training

Staff are trained on the delivery of SRE as part of their induction and it is included in our continuing professional development calendar.

The Head of School 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 where appropriate.

9. Monitoring arrangements

The delivery of SRE is monitored by the Head of School (SIS: E Curthoys, SJS: L Peterkin-Aldred) through:

- planning scrutinies, learning walks, professional discussion and work scrutiny.

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

