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**Sex & Relationships Education Policy**

**September 2018**

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| Date written: Sept 2018 |
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| Date adopted by Governors and Staff: Sept 2018 |
| Review Date: Sept 2020 |

**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

At Mill Lane we believe that Sex and Relationship Education (SRE) is recognised as a vital part of a child’s education, ensuring they are ready for the social and emotional challenges of growing up. SRE should be set within a wider school context and support family commitment and love, respect and affection, knowledge and openness.

Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches. We aim to encourage students and staff to share and respect each other’s views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and caring for each other. The Governing Body welcomes any comments or contributions to the policy document.

# 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.

If primary schools do teach SRE, they must have regard to [guidance](https://www.gov.uk/government/publications/sex-and-relationship-education) issued by the secretary of state as outlined in section 403 of the [Education Act 1996.](http://www.legislation.gov.uk/ukpga/1996/56/contents)

# 3. 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**.

# 4. 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).

At Mill Lane SRE is also covered through a scheme called Lucinda and Godfrey. Lucinda and Godfrey is a whole school approach to delivering SRE, and is taught through age appropriate storybooks that follow the two characters as they progress through Primary education, from foundation to Year 6. Below are the book titles which are a starting point for class discussion and work.

Year R: Lucinda and Godfrey – The Introduction

Year 1: First Day ay School

Year 2: The Smell Monster

Year 3: Birthday Party

Year 4: Telling Someone

Year 5: Growing and Changing

Year 6: Chill out, it’s only puberty!

SRE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any SRE work, in addition to those already used in the classroom. They will cover the following areas:

* Appropriate use of language
* The asking and answering of personal questions.

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 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.

# 5. Roles and responsibilities

**5.1 The governing board**

The governing board will approve the SRE policy, and hold the head teacher to account for its implementation.

**5.2 The head teacher**

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 6).

**5.3 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/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.

**5.4 Pupils**

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

# 6. 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. The headteacher will discuss the request with parents and take appropriate action.

The school will make alternative arrangements for children whose parents or carers withdraw them. Alternative work will be given to pupils who are withdrawn from SRE.

Any parent or carer who wishes to withdraw their child should, in the first instance, contact the Class Teacher, DHT or HT to discuss the matter.

School will enable parents wishing to withdraw their children from the non-statutory elements of SRE to access the leaflet ‘SRE and Parents’ (Phone 0845 602 2260 DfES Code 0706/2001 or download from www.education.gov.uk.) Parents or carers will be asked to reconfirm their decision to withdraw each time SRE is planned for their child’s class/year group.

# 7. Training

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

The headteacher 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.

# 8. Monitoring arrangements

The delivery of SRE is monitored by the PSHcE Lead through regular work scrutinies, learning walks and discussion with pupils.

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

This policy will be reviewed by the PSHcE Lead every 2 years. At every review, the policy will be approved by the governing body and head teacher.

**Signed and dated:**

Head Teacher ………………………………………………………………………………………………..

Chair of Governors …………………………………………………………………………………………