



Sex and Relationships Education Policy

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Newton Burgoland Primary School is an inclusive community which strives for and achieves excellence and enjoyment in all areas of school life. In this school, we believe that potential is not fixed, that all children can achieve and make at least equal progress from their starting points.

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

These are achieved in the context of our wider aims, which are achieved by working together with parents and the wider community to:

- Focus on learning, maximising progress for all children across a broad and balanced curriculum
- Create a happy, positive learning environment, including outdoors, which values the individual; has space for humor, exploration and enjoyment.
- Foster respectful, caring relationships and friendship within the whole community.
- Celebrate the similarities and differences between people and the progress and talents of all children
- Develop high levels of motivation, empathy, self-esteem and self-awareness.
- Develop thoughtful, confident, curious, resilient, independent, creative, ambitious and solution focused learners
- Develop all children's ability to make healthy, responsible, thoughtful choices in a secure environment
- Develop all learners' ability to work alone and with others.
- Encourage honesty, good manners, moral sense, tolerance, social awareness and a sense of justice
- Develop ICT literacy and 'e-confidence' alongside 'e-intelligent' and risk aware attitudes towards technology

As a result, we will:

- Raise levels of children's attainment continuously
- Ensure high standards of literacy, numeracy
- Prepare all our learners for life and learning in the 21st century

We are committed to ensuring:

- High levels of professional trust and corporate responsibility for learning outcomes (A no blame and no excuses culture)
- Open dialogue about teaching and learning
- A supportive solution focused learning environment
- Evidenced-based teaching and learning
- The building of expertise to create positive effects on achievement for all learners

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 issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Newton Burgoland Primary School we teach SRE as set out in this policy.

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 were sent a draft copy of the document and invited to comment
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. Biological aspects of SRE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions in year 5 and 6.

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 governing board

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

6.2 The head teacher

The head teacher 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).

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 teacher.

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 teacher. A copy of withdrawal requests will be placed in the pupil's educational record. The head teacher 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 teacher 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.

9. Monitoring arrangements

The delivery of SRE is monitored by the head teacher through:

Learning walks, observations, 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 head teacher every 3 years

At every review, the policy will be approved by the governing body