

Collierley Nursery and Primary School



**Sex and Relationships Policy
Reviewed biennially**

**Reviewed by Leadership Team
Autumn 2019**

Principles and values:

Sex and Relationship Education is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

At Collierley Nursery and Primary School, we believe that SRE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.
- Be an entitlement for all pupils in our care
- Encourage every pupil to contribute to our community positively and aim to support each individual as they grow and learn
- Be set within this wider school context and support family commitment and love, respect and affection, knowledge and openness. It will include acceptance of the diversity of family structure and tolerance of different approaches including sexual orientation without the promotion of any particular family structure.
- Promote the values of love, respect and care
- Encourage pupils and staff to share and respect each other's views generating atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment
- Acknowledge the importance of working in partnership with parents/carers in teaching children about relationships, growing up and sex.
- Utilise the expertise and collaborate with the wider community eg health professionals to enable the SRE of our young people

1. Aims

The aims of sex and relationship education (SRE) at Collierley Nursery and Primary 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
- Ensure pupils are aware of support networks in place and relevant adults to talk to for advice and support

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 DFE guidance-***Sex and Relationships Education- Statutory Guidance on Sex and Relationships Education July 2000*** by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Collierley Nursery and Primary School we teach SRE as set out in this policy.

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, citizenship and economic (PSCHE) education curriculum. Biological aspects of SRE are taught within the science curriculum, and other aspects regarding relationships, tolerance and respect are embedded in daily school life via the SMSC curriculum.

Older 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.

6. Roles and responsibilities

6.1 The Governing Body

The governing body will approve the SRE policy, and hold the headteacher and pastoral staff to account for its implementation.

6.2 The Headteacher

The Headteacher and SRE lead are 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
- 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 or SRE Leader.

6.4 Pupils

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

6.5 Designated Safeguarding Lead

Any allegations/disclosures/concerns of a sexual nature must be logged on CPOM's and shared immediately with the DSL - Mrs McDermid or Deputy DSL Mrs Mavin or Miss Dews. It must be made clear to the pupil that this information cannot be kept confidential and information must be shared to enable safeguarding procedures to be followed in line with school safeguarding policy.

The DSL or Deputy DSLs will act in accordance with the school child protection and safeguarding policy to ensure the safety and wellbeing of the child.

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. The Headteacher 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 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.

9. Monitoring arrangements

The delivery of SRE is monitored by the SRE lead -Mrs Carter through:

- planning scrutinies
- learning walks
- lesson observations
- staff discussion

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

