



Signed:

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Sex and relationship education policy - Seaton Delaval First School

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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.

(Please note: National Curriculum 2014: Y2 - notice that animals, including humans, have offspring which grow into adults. [They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.])

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 Seaton Delaval First 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 consultation - parents and any interested parties were invited to annotate a draft edition of our policy and their views were used to inform the final 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, 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

These skills are taught within the context of family life and living within a community.

Autumn 1	Autumn 2	Autumn 2 Anti-bullying week	Spring 1	Spring 2	Summer 1	Summer 2
New Beginnings	Getting On and Falling Out	Say No to Bullying	Going for Goals	Good to be Me	Relationships	Changes

[See Appendix 1 (SEAL Overview PDF doc for KS1 & KS2) on Staff Shared Area]

There are significant resources to support the teaching and learning of each theme for each year group:

- Early Foundation Stage - Red Booklet
- Later Foundation Stage - Red Booklet
- Year One - Blue Booklet
- Year Two - Blue Booklet
- Year Three - Yellow Booklet
- Year Four - Yellow Booklet

Staff, using their professional judgement, may use materials and resources, as appropriate, from Lucinda and Godfrey, PSHE Association and Operation Encompass.

6. Roles and responsibilities

6.1 The governing board

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

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 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 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 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 Mrs Richards [Chair of Governors] and Mr Flitcroft [Headteacher] through: planning scrutinies, learning walks, learning observations, scrutinies of pupil's books, pupil discussions, etc.

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

This policy will be reviewed by Mrs Richards [Chair of Governors] and Mr Flitcroft [Headteacher] annually [or sooner if the need arises]. At every review, the policy will be approved by [the governing body and the headteacher].

This policy should be read in conjunction with the following school policies:

PSHE&C/ SMSC Policy

Drug Policy

Equal Opportunities Policy

Health and Safety Policy

Food Policy

School Travel Plan

Visitors to School Policy

Teaching and Learning Policy

Assessment and Record Keeping Policy

Responding to pupils' work / Feedback /Marking Policy

IT/ Computing Policy

BTIQ Policy (Lesbian, Gay, Bisexual, Transgender, Intersex and Questioning)