



## **Sex and Relationship Education (SRE) Policy**

### **Description of Setting**

Roebuck Academy serves an established community in Stevenage. As a school we are aware that the teenage pregnancy rates in Stevenage are the highest in Hertfordshire, as reported by the Office for National Statistics and Teenage Pregnancy Unit, Feb 2009. Efforts are being made to reduce the number of conceptions below the age of 18 and Roebuck Primary School and Nursery hope to positively influence this trend through our SRE work.

### **Overall Aim**

As a school we aim to prepare to cope with the physical and emotional challenges of growing up and to give our pupils an elementary understanding of human reproduction. In this school, Sex and Relationships Education will contribute to the requirements of the Education Reform Act 1988, i.e.:

- Promote spiritual, moral, cultural, mental and physical development of pupils within the school and society.
- Prepare such pupils for the opportunities, responsibilities and experiences of adult life.

It is the policy of the governing body of Roebuck Academy that when matters of a sexual nature are discussed these are done in a natural and open manner with appropriate discretion. Parents will be informed about SRE before it is taught. They will be sent a letter which outlines the importance of SRE and what information each year group will be taught. Parents are invited to view DVD clips prior to them being shown within school. Equally, parents are invited to discuss any issues or questions they have regarding SRE with their child's class teacher or our Headteacher.

### **The Statutory Provisions**

The government believes that all pupils should be offered the opportunity of receiving a comprehensive, well-planned programme of sex education during their time at school. The school's governing body has overall responsibility and they must have an up to date, written policy which must be available to parents.

### **Roles and Responsibilities**

#### ***Governors***

As mentioned above, plus continued involvement through policy evaluation.

#### ***Headteacher***

Is responsible for the implementation of the policy and liaising with the governing body, the Hart Schools Trust, LA, parents and other appropriate agencies.

#### ***Personal, Social, Health Education Subject Leader***

The subject leader together with the Headteacher, has a general responsibility for supporting other members of staff in the implementation of this policy and will also disseminate information and provide INSET relating to SRE.

### **Parents**

The school recognises that the parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and therefore have responsibility in preparing them for challenges and responsibilities which sexual maturity brings. Parents are encouraged to support the school's SRE and have access to this policy.

### **All Staff**

SRE is a whole school issue. All staff, both teaching and non-teaching, should be aware of this policy and how it relates to them. All teaching staff have a responsibility to deliver lessons in a sensitive manner, taking into account the level of maturity students' display within a cohort.

### **The Purpose of SRE**

The purpose of SRE is to provide knowledge about loving relationships, the nature of sexuality and the process of human reproduction. Alongside this, it should lead to the acquisition of understanding and attitudes which prepare pupils to view their relationships in a responsible and healthy manner. The SRE programme will benefit children, school and society.

### ***SRE has three main elements:***

#### **1. Attitudes and values**

- learning the importance of values and individual conscience and moral considerations;
- learning the values of family life, marriage and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision making.

#### **2. Personal and social skills**

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict.

#### **3. Knowledge and understanding**

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships.

### **Where, When and How?**

SRE will be delivered within the weekly whole class lesson of PSHE in the children's own classroom by their teacher, during the summer term. Occasionally, an individual child may ask an explicit or difficult question within the classroom. This may be answered individually later. Teachers must use their own skills and discretion in these situations and / or seek support and advice from the PSHE Subject Leader or Headteacher.

Each year group has developed plans from the End of Key Stage Requirements. The SRE advisor in Hertfordshire has also supported the PSHE Subject Leader and given advice and guidance on what should be taught and what material is available to schools for delivering a good SRE. Staff meeting time has also enabled all staff to access this information and develop their SRE.

## **The Hertfordshire Healthy School Programme**

We participate in the Hertfordshire Healthy School Programme which promotes health education. As participants in this scheme we:

- consult with parents on all matters of health education policy;
- train all our teachers to teach sex education;
- listen to the views of the children in our school regarding sex education;
- look positively at any local initiatives that support us in providing the best sex and relationship education teaching programme that we can devise.

## **Parental Right of Withdrawal**

Parents have the right to withdraw their children from all / parts of the SRE programme provided at school except for those parts included in the statutory National Curriculum Science curriculum.

## **Specific Issues**

### ***Child Protection***

Children have the right to expect schools to provide a safe and secure environment. Teachers need to be aware that they bring fears or worries into the classroom that affect SRE, which brings an understanding of what is and is not acceptable in a relationship. SRE may lead to a disclosure of a child protection issue.

### ***Confidentially***

If a member of staff (teaching or non-teaching) suspects there to be Child Protection issues involving a child, or is faced with a disclosure, then s/he has a duty to pass this information on to the Senior Designated Person for Child Protection, or in their absence, the Deputy Designated Person for Child Protection, and use the procedures set out in the schools Child Protection policy. Staff need to make pupils aware they cannot legally give complete confidentiality. This can be tackled by revisiting ground rules at the beginning of each session.

### ***Health Professionals (School Nurse)***

When visitors and outside agencies are involved, their contribution must have been planned as part of the overall SRE programme. Their contributions should complement the teaching already taking place in school.

- They can work with and give support to teachers
- They can provide a link to relevant services
- They can inform pupils about using health services in the area
- Give pupils confidential support and advice

Health professionals who are involved in delivering SRE programmes are expected to work within the school's SRE policy and in the instruction of the Headteacher. However, when they are in their professional role, such as a school nurse in consultation with an individual pupil, they should follow their own professional code of conduct.

### ***Puberty***

Boys and girls need to be prepared for puberty. At Roebuck Academy we will plan an appropriate age to do so and this will be covered in our SRE programme.

### ***Menstruation***

Linked to our education about puberty will be preparation for girls to cope with menstruation. Sanitary disposal units are situated in the Year 5 and 6 girls' toilets.

If requested, when changing for PE, pubescent children have the option of using the toilet facilities.

### **Dissemination and Implementation**

This policy will be given to all members of the governing body, teaching and non-teaching staff. All parents will be invited to read the document and reference copies will be available from the Headteacher.

### **Implementation of the policy**

A copy of this policy is provided for each member of staff and each member of the governing body. Reference copies are available from the Headteacher for all other persons who come into contact with the children. This policy will be reviewed annually by the Headteacher, PSHE Subject Leader and the governing body.

### **Monitoring and Review**

Our PSHE Subject Leader monitors teaching and learning according to our school's policy. Implementation is monitored by the Head Teacher and PSHE Subject Leader and reported on to the School Improvement Committee. The School Improvement Committee of the Governing Body monitors our Sex and Relationship Education policy on an annual basis. This committee reports its findings and recommendations to the Full Governing Body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the Sex and Relationship Education programme, and makes a record of all such comments. Governors require the Headteacher to keep a written record, giving details of the content and delivery of the SRE programme that we teach in our school.

#### **Reviewed**

January 2018

#### **Review Date**

January 2019