



St Luke's C.E. Primary School

SRE Policy

Langport Avenue

Longsight

Manchester

M12 4NG

St. Luke's CE Primary

Sex and Relationship Education (SRE) Policy

1. Introduction

Our school's SRE policy is a crucial and integral part of the schools PSHE Policy. It is vital that as part of our PSHE curriculum we enable all the children to understand about sex and relationships in order to best prepare the children for their teenage and adult years. We use the Manchester Healthy Schools recommended sex and relationships curriculum package known as Growing and Changing Together. SRE is taught through our 'Global Citizenship and Wellbeing' curriculum.

2. Legal Requirements

a) National Curriculum Science – Sex Education (statutory)

The formal SRE elements of the National Curriculum Science Orders across all key stages are mandatory for all pupils of primary and secondary age and cover the biological aspects of SRE (see section 8. Implementation)

b) National Curriculum PSHE – Sex and Relationship Education (non-statutory)

It is widely recognised that sex education should be more than solely science if it is to meet children's needs. The national Sex and Relationship Education Guidance (DfEE, 0116/2000) advises schools on the themes that should be covered in SRE to support pupils through their physical, emotional and moral development. This includes:

- Being taught to respect their own bodies
- Their responsibilities to others, and being aware of the consequence of sexual activity
- Building positive relationships with others involving trust and respect
- The importance of committed long term and loving relationships, including marriage
- The importance of self-control, including managing risk
- Hygiene issues
- Cultural difference and diversity in relation to aspects of SRE

In addition, the 1996 Education Act, the Learning and Skills Act 2000, together with the Sex and Relationship Guidance, state that:

- All schools must have an up to date policy that describes the content and organisation of SRE provided outside the National Curriculum Science Order. It is the school governing body's responsibility in consultation with the Head teacher, to ensure that the policy is developed and made available to parents for inspection.
- All maintained primary school governing bodies must decide whether SRE should be included in their school's curriculum and, if so, what the educational provision should consist of and how it should be organised. They must keep a written record of their decisions.
- All maintained secondary schools in England and Wales must provide SRE which includes (as a minimum) education about HIV and AIDS and other sexually transmitted infections.

- All parents have the 'right to withdraw' their children from all or part of the school's SRE programme except the formal SRE elements found in the statutory National Curriculum Science (see section 8. Implementation)

c) Additional relevant legislation: The Equality Act (Sexual Orientation) Regulations 2007, including Provision of Goods and Services to Lesbian and Gay Men /Young People

The teaching in SRE should meet the needs of all young people whatever their developing sexuality or family circumstances. Schools should adhere to this guidance dealing sensitively and appropriately with issues around sexuality.

For more information see:

www.teachernet.gov.uk/wholeschool/equality/sexualorientation/regulations2007/guidancefor schools/

d) Section 28

This Act was repealed in November 2004. All schools and teachers must deal openly and honestly with issues related to homophobic bullying and sexual orientation, e.g. lesbian and gay sexuality

e) OFSTED

Under Section 10 of the Schools Inspections Act 1996, OFSTED is statutorily required to evaluate and report on the spiritual, moral, social and cultural development of pupils at any school they inspect and this also includes evaluating and commenting on a school's Sex and Relationship Education Policy.

3. School Background

The school should include any information that is of particular relevance to the subject of the policy, for example issues such as the local teenage pregnancy rates. The school may also wish to acknowledge faith or ethnic groups that are represented in the school community and highlight any particular sensitivities in relation to SRE.

4. Ethos and Values

The SRE curriculum will reflect the values of our school/PSHE programme and will be taught in the context of relationships. In addition, SRE will promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community. Every pupil should receive their full entitlement to SRE* regardless of their gender, race, ethnicity, faith or sexual orientation (* see 'right to withdraw' in Legal Requirements and Guidance)

5. Definition

According to the Sex and Relationship Education Guidance, SRE is "lifelong learning about physical, moral and emotional development. It is about the understanding of the importance

of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health”.

6. Aim and Objectives

Aim:

- Contributing to the foundation of PSHE, the school’s SRE programme aims to ‘inform children and young people about relationships, emotions, sex, sexuality and sexual health’ and should ‘enable them to develop personal and social skills and a positive attitude to sexual health and well-being’.

Objectives:

The school’s SRE programme will:

- Provide information which is relevant and appropriate to the age and maturity of the pupils;
- Include the on-going development of communication and social skills
- Encourage the exploration and clarification of values and the development of positive attitudes.

7. Policy, Leadership and Management

Governors, in consultation with the head teacher, have a statutory responsibility for SRE in their school. Governing bodies, together with the PSHE co-ordinator, are expected to involve parents, pupils, staff, health professionals and other agencies to ensure that the school’s SRE programme addresses the needs of the community, education, health priorities and the needs of the pupils themselves.

8. Implementation

a) Curriculum

The minimum statutory requirement for SRE is that schools must deliver the National Curriculum for Science to all children within school:

(see table next page)

National Curriculum Science

Key Stage 1

- Animals, including humans, move, feed, grow, use their sense and reproduce
- Children should recognise and name the main external parts of the human body
- That humans can produce offspring and these grow into adults
- Children should recognise similarities

Key Stage 2

- That the life processes common to humans and other animals include nutrition, growth and reproduction
- About the main stages of the human life cycle, including puberty.

In addition to the Science National Curriculum, PSHE provides an appropriate vehicle for SRE. A planned and co-ordinated approach to PSHE can provide an appropriate framework for SRE to take place providing pupils with a consistent message.

b) Dealing with difficult questions

Within school, clear parameters of what is appropriate and inappropriate to answer as a question should be established with the SRE Policy.

- Use specific ground rules for this work which will clarify boundaries for children/young people
- Clarify that personal questions should not be asked
- If a teacher doesn't know the answer this should be acknowledged.
- If a question is too explicit, is age inappropriate for the pupil or the whole class, then it should be acknowledged with a promise to attend to it later on an individual basis.
- If a question is raised that alerts a member of staff that a pupil is at risk of sexual abuse, then the school's Child Protection Procedures should be followed.

Clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g. school nurse, teacher, learning mentor.

c) Dealing with difficult topics

Sex and Relationship Education can sometimes raise difficult areas for some schools, therefore the school needs to consider its approach and provide guidance to primary and secondary teaching staff to enable them to respond appropriately to questions raised by pupils. Examples of such issues for some schools are as follows:

- Masturbation /wet dreams
- Teenage pregnancy
- Contraception
- Emergency contraception/ termination (Abortion)
- Lesbian, gay, bisexual and transgender sexuality
- Arranged marriages
- Domestic violence/ rape and sexual abuse

d) Use of Visitors

Health professionals who are involved in delivering programmes are expected to work within the schools' Sex and Relationship Education Policy and under the instruction of the head teacher, however when they are in their professional role such as the school nurse in consultation with an individual pupil they should follow their own professional codes of conduct (this is the case irrespective of who is paying them). A school's SRE Policy must make this clear to parents.

e) Working with Parents

Primary schools need to recognise that there may be a variety of responses from parents to the introduction or updating of the SRE curriculum. Some parents will want the school to take total responsibility for educating their child about puberty with very little involvement from themselves, while other parents may not want the school to give their child any information about the changes that take place during puberty. **These parents have the** 'right

to withdraw' their children from the SRE curriculum. In the situation where children are withdrawn from SRE lessons, the school has a responsibility to find alternative provision for those children.

f) Dealing with the Media

In dealing with the media, in the first instance members of the school community should refer enquiries from the press to the Headteacher. The Headteacher may at their discretion, contact Manchester City Council press office (0161 234 3729).

9. Monitoring, Assessing and Reviewing

To ensure that the policy is adhered to and is effective, it will need to be monitored, reviewed and evaluated regularly. The school will need to implement systems to ensure this takes place and amend policies and processes in light of reviews and evaluations. The whole school community should be consulted and given the opportunity to review and assess the policy, this includes pupils, parents, staff and other staff members i.e. mentors etc.

10. Relationship with other policies

a) PSHE

Sex and Relationship Education sits within of the PSHE curriculum and as such should be planned, delivered, co-ordinated, assessed and monitored in line with the school's PSHE Policy.

b) Anti-bullying

This should be linked to the school's broader policy on anti-bullying. An effective SRE programme will include raising awareness about lesbian and gay sexuality, therefore an anti-bullying policy needs to include strategies to tackling homophobic bullying in school.

c) Child Protection

If any disclosure occurs during a SRE lesson or concerns are raised, teachers will follow the school's procedure for Child Protection.

d) Confidentiality

Children have rights under the Children's Act 1989 and can thus expect to be treated sensitively regarding seeking information and advice. However, staff should not give guarantees of confidentiality where the safety and welfare of a child is at risk.

11. Breaches of the Policy

All staff are under a contractual obligation to uphold the policy as with all other school policies.

12. Right to withdraw

Parents have the right to request that their child be withdrawn from some or all sex education delivered as part of statutory SRE. Before granting such a request a discussion must occur with the headteacher that issues are fully understood and to clarify the nature and purpose of the curriculum. School will document this process and ensure that a record is kept.

See DfE Relationship and Sex education (RSE) and Health Education policy, paragraph 45 – commonly referred to as the right to withdraw.

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