

# **Guidance on writing and implementing a policy for sex and relationships education (SRE)**

## **Introduction**

DfES guidance on sex and relationship education (July 2000 DfEE 0116/2000) states that all schools must have an up to date policy which is reviewed regularly. Governing bodies and head teachers should consult parents in developing their policy to ensure that they reflect parents' wishes and the culture of the community they serve.

This document provides schools with a template for the development or revision of school policy.

The policy should be a working document that describes the process and the provision for SRE.

*Boxes and text in italics are prompts for action. Your school may adopt sections of the text in its entirety if appropriate.*

Should you require further support please contact:

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**There are a variety of documents that will support you in the writing and implementation of a policy for SRE:**

- *The National Curriculum Handbook* DfEE/QCA 1999 [www.nc.uk.net](http://www.nc.uk.net)
- *Sex and Relationship Education Guidance* DfEE 2000 ref. 0116/2000
- *Sex and Relationships Education, Healthy lifestyles and Financial Capability* QCA [www.qca.org.uk/](http://www.qca.org.uk/)
- *Nottingham Healthy Schools Website SRE Mini Site* [www.nottinghamhealthyschools.org.uk](http://www.nottinghamhealthyschools.org.uk)
- *Sex Education Forum Fact Sheets* [www.ncb.org.uk/sexed.htm](http://www.ncb.org.uk/sexed.htm)
- *Policy Statement* Family Planning Association 2000 [www.fpa.org.uk](http://www.fpa.org.uk)
- *Personal, social and health education and citizenship at key stages 1 and 2: Initial guidance for schools* QCA 2000 [www.qca.org.uk/](http://www.qca.org.uk/)
- *PASSPORT A framework for personal and social development* Gulbenkian Foundation 2000
- *Wired for Health* [www.wiredforhealth.gov.uk](http://www.wiredforhealth.gov.uk)
- *Ofsted report on SRE - recommendations and conclusions*

## Developing your school policy

1. Identify a person to lead the development of the policy, its implementation, and monitoring. Clarify the roles and responsibilities of the co-ordinator, the head teacher, the named governor and classroom teachers in relation to SRE.  
Managing whole school issues is a complex development task which requires senior management support.
2. Convene a working group to support this whole school development. This should include teaching staff, non-teaching staff, a governor, the school nurse, and parent representatives. It is important to consider how pupils' views will be represented on this group if pupils themselves cannot be invited to attend. Use the ideas from this group to develop a plan of action and to take a share of some of the tasks that may need to be done.
3. Agree pupils' entitlement for SRE, having regard for the views of pupils, parents, teachers and other professionals. Holding a parents' workshop can support this stage and the following stage.
4. Through consultation with parents, pupils, teaching, non-teaching staff and other professionals, identify the learning outcomes for the skills, values, attitudes and knowledge you want pupils to achieve whilst at school.
5. Liaise with schools in your quadrant to ensure continuity and progression.
6. Audit and review current provision against the non-statutory framework for PSHE, the DfES guidance, the National Curriculum Science Orders and the agreed entitlement for pupils.
7. Consider staffing, resources, and professional development implications.
8. Identify monitoring and evaluation processes and decide on a biannual review cycle for the policy.
9. Draft the policy following the Healthy Schools Programme SRE policy framework and consult with the school community.
10. Gain agreement for the policy by the governing body.
11. Disseminate the policy within school and make available for parents and inspection.
12. Implement and monitor the policy, reporting regularly to the senior management team and governors.

# OUR LADY & ST EDWARDS CATHOLIC PRIMARY SCHOOL POLICY FOR SEX AND RELATIONSHIP EDUCATION

Date: March 2011

## 1. Context

Our Lady & St Edward's is a Voluntary Aided Catholic Primary School catering for children aged between 3 and 11 years of age in the City of Nottingham. The children come from a variety of religious and cultural backgrounds and from both single and dual parent families.

This policy was developed through a variety of consultation methods involving pupils, parents/carers, staff, governors, parish priest, Healthy Schools Team and the school nurse. All views were taken into account when developing this policy and the Sex and Relationships Education (SRE) programme.

The school is in the St Ann's Ward of Nottingham. This is an area of significant social deprivation. The area suffers from drug related crime including gun crime. It is a hotspot within Nottingham for teenage pregnancies. Super Output Area analysis indicates that almost 40% of pupils live in the most deprived 2% of the country, with 66% of children living in the most deprived 10%. 30% of children are currently in receipt of free school meals. The percentage of pupils whose first language is not English is rising significantly (5.4% in 2005 to 19% in 2007). The school is predominantly Catholic and Christian although we do have children with no faith background.

## 2. The process for policy development

Name of co-ordinator: **Tracy Lane**

The policy was written by the coordinator following specific training led by the Healthy Schools Team. Training was then disseminated to all school teaching staff, TAs, the school nurse, a representative from the governing body and the Parish Priest. The policy was developed in consultation with staff, the school SEALs coordinator and the Healthy Schools Team. It was then sent to staff and governors for ratification before being made available to parents. Pupils and parents will then be consulted to assess their needs and opinions in the review of our programme of study for SRE.

### 3. The Policy

SRE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (Sex Education Forum 1999).

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

The 1996 Education Act consolidates all relevant previous legislation and states that all primary schools must provide an up to date policy that describes the content and organisation of SRE provided outside the National Curriculum Science Order. The DfEE Sex and Relationship Education Guidance (2000) supports this legislation and recommends that all primary schools should have a sex and relationship education programme tailored to the age and physical and emotional maturity of the children.

#### Aims for SRE

The principle aim of this policy is to provide guidance and information on all aspects of SRE in the school for staff, parents/carers and governors. To be accessible to all of these groups the document needs to be available on request and presented in a way that is easy to understand.

##### **Moral and Values Framework**

**The SRE programme at St. Edward's reflects the school ethos and demonstrates and encourages the following values:**

- Respect for self;
- Respect for others;
- Responsibility for their own actions;
- Responsibility for their family, friends, schools and wider community.

The objective of SRE is to help and support young people through their physical, emotional and moral development. This policy, embedded within PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

## **School environment, relationships and ethos of the school**

SRE can be enhanced by a supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment which is conducive to learning.

### **Equal Opportunities Statement**

The school is committed to the provision of SRE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support from SEN staff and EMAG support provided for children with EAL.

### **The Curriculum**

SRE should not be delivered in isolation but firmly embedded in all curriculum areas. At St. Edward's the SRE curriculum has been integrated into our Religious Education scheme, Here I Am, and our PSHE curriculum which is delivered using the S.E.A.L. resources. This has been decided upon after the consultation process involving pupils, parents/carers, staff, governors and the healthy schools team using the OfSTED Sex and Relationship Guidance (2002) as a basis for discussion, including Personal, Social Health Education (PSHE) and citizenship. This ensures a coherent spiral curriculum.

SRE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Active learning methods which involve children's full participation are used.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of SRE in school. St. Edward's Primary School has a code of practice for using visitors to support the delivery of PSHE:

- Visitors are invited in to school because of the particular expertise or contribution they are able to make;
- All visitors are familiar with and understand the school's SRE policy and work within it;
- All input to PSHE lessons are part of a planned programme and negotiated and agreed with staff in advance;
- All visitors are supervised/supported by a member of staff at all times;
- The input of visitors is monitored and evaluated by staff and pupils.

This evaluation informs future planning.

Parents can have opportunities to view resources used in school by invitation and upon request.

Elements of the sex education in the science curriculum are assessed formally.

Evaluation of the SRE programme outside the science order is conducted using a variety of informal activities which have been built into the programme.

Teachers are required to keep their own personal evaluation of each lesson which are used by the coordinator to inform future planning.

Liaison procedures are already in place with The Becket Secondary School to which St Edwards feeds. Discussions on SRE are included.

St. Edward's school believes in the importance of training for staff delivering SRE. All staff are encouraged to access appropriate training and support to help them deliver effective SRE.

Details of the scheme of work are given in the appendix. 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. It is not about the promotion of sexual orientation or sexual activity.

It has three main elements:

- Attitudes and values
- Personal and social skills and emotional literacy
- Knowledge and understanding

Scheme of work attached as appendix.

## **Withdrawal**

Parents/Carers have the right to withdraw their children from all or part of the sex and relationships education provided at school except for those parts included in statutory National Curriculum. Parents do not have to give their reasons for withdrawing their children, but will be made aware of the implications of removing children.

Those parents/carers wishing to exercise this right are invited in to see the head teacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed. The child will be given alternative work which can be completed in another class.

## **Monitoring and Evaluation**

There will be ongoing evaluation and monitoring of the programme for SRE. This will be undertaken by class teachers as an ongoing process as part of their evaluations which inform future planning. Through discussion and appropriate activities children will be engaged in evaluating the programme in each class. In addition to this the coordinator within the curriculum team will monitor planning to ensure success of the programme and coverage of the curriculum.

## **Approaches to teaching and learning**

Our school can help young people develop confidence in talking, listening and thinking about sex and relationships. A number of teaching strategies help this, including:

- Establishing ground rules with pupils
- Using 'distancing' techniques
- Knowing how to deal with unexpected questions or comments from pupils
- Using discussion and project learning methods and appropriate materials
- Providing an opportunity for children to ask questions anonymously to save embarrassment
- Encouraging reflection

To facilitate pupils learning in SRE:

- ✓ The purpose of each lesson is made clear
- ✓ Appropriate learning experiences are planned and meet the needs of **all** the pupils in the class
- ✓ Learning experiences draw on pupils' own experiences or existing knowledge and provide a range of opportunities for pupils to learn, practise and demonstrate skills, attitudes and knowledge
- ✓ Time is given for pupils to reflect and consolidate their learning
- ✓ Pupils are encouraged to take responsibility for their own learning and to record their own progress
- ✓ Attention is given to developing a safe and secure classroom climate
- ✓ Pupils questions will be answered openly and honestly at a level appropriate to their understanding
- ✓ Staff training needs are met

## **Confidentiality and Child Protection**

Children may make personal disclosures in group settings, particularly in SRE where a climate of trust is created to enable discussion of potentially sensitive topics. Teachers will use agreed strategies to enable the child to discuss these issues further in a 1:1 situation. As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person

believes that the child is at risk or in danger, she/he talks to the named person for child protection who may confer with the head teacher before any decision is made.

The child concerned will be informed that confidentiality is being breached and the reasons why. The child will be supported by the teacher throughout the process. Teachers and others supporting SRE cannot offer or guarantee absolute confidentiality. Where an adult believes a child may be at risk the designated teacher must be consulted before any further action is taken.

Teachers and other adults involved in SRE may sometimes hear disclosures that suggest a child may be at risk of abuse. It is essential that all are aware of the school's child protection policy. A copy of this is available from the school's designated teacher for child protection who is Bernadette McKenzie.

### **Meeting the Needs of Our Children in SRE**

In every class there will be children whose life experiences and family circumstances are varied. Some may have two parents who are married or cohabiting, some may live with one parent through separation or bereavement others with gay parents or aunts, uncles and grandparents. An understanding of the diversity of experience is built into all work on relationships and sex to nurture empathy, understanding and pride. We prefer to focus on the core values of love, commitment, honesty, respect and trust within a loving relationship in the aim of helping children value the richness of different relationships developing competence in making, sustaining and where necessary ending relationships.

### **Controversial and Sensitive Issues**

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

### **Dealing with Questions**

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and use agreed methods for deferring sensitive questions to a more

appropriate time and place. As explained above they will refer to the named person for Child Protection if they are concerned.

### **Sexual Identity and Sexual Orientation**

St Edward's Catholic Primary School believes that SRE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. **Homophobic bullying is dealt with strongly yet sensitively in line with the school's anti bullying policy. The school liaises with parents on this issue to reassure them of the content and context.**

### **The involvement of specialist services**

School can direct parents and children to specialist services for support on more specific issues, e.g. school nurse, Parentline support.

Referrals to Social Services are made by the named person for child protection and the head teacher.

### **Celebration of achievement- assessment, recording and reporting**

As with any learning process assessment of pupils' personal, social and emotional development is important. It provides information which indicates pupils' progress and achievement and informs the development of the programme.

Pupils do not pass or fail within this area but have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on pupil's self awareness and self esteem.

We do not assess pupils in all areas of the PSHE and citizenship programme however opportunities for pupils to reflect on their progress are identified. It is inappropriate to assess pupils' values.

Pupil progress will be assessed in line with the PSHE & Citizenship Policy. Progress in SRE will be assessed using the QCA end of key stage statements and reported to parents as part of PSHE on the child's annual report.

### **Working with Parents**

Our school seeks to work in partnership with parents to provide effective SRE. Parents need to know that the school's SRE programme will complement and support their role as parents and that they can be actively involved in the determination of the school's policy. Parents will be consulted on policy and

practise. The school curriculum was developed in draft form initially in consultation with school staff. Parents were consulted via a parental questionnaire in the spring term '08. Pupil's views and needs were then sought through activities as appropriate to their age and maturity.

In addition to this parents have access to materials used, opportunities to meet with outside providers and to discuss any issues with staff by appointment or at parent's evenings as well as their right to withdraw. Specific materials designed to support parents as their child's S& R educators are available from school.

### **Dissemination and review**

All staff members, governors and parent governor members receive a copy of the SRE policy. Staff are regularly updated on the policy content. Copies are available from the school office on request from parents

The policy will be reviewed in line with the school's policy review cycle (2009) and as a result of staff, pupil's and parents response to the programme.

**Signed** \_\_\_\_\_

**Dated** \_\_\_\_\_

### **Policy on HIV and AIDS.**

Our Lady & St. Edwards is committed to Equal Opportunities for all its staff and students. We are also committed to protecting and promoting the health of all members of the school community. We expect all members of the school community to respect the rights of all other members of the school community and to show care for each other at all times.

In accordance with WHO recommendation, this policy will be reviewed and monitored in the light of new epidemiological information. We recognise that HIV is not spread through ordinary social work contact. It is not spread by touch, or through water or air, or by coughing or sneezing. No one can be infected by working with someone infected with HIV or someone who has AIDS, or by sharing ordinary, everyday utensils and appliances such as cutlery, glasses, plates, telephones, toilets or washing facilities. Because HIV is not easily transmitted in the workplace, standard hygiene and first aid precautions will protect both the casualty and the first aider. The standard precautions first aiders already take to avoid infections such as hepatitis will be equally effective against HIV.

#### **Staff**

There will be no discrimination in recruitment against applicants internally or externally on the grounds that the applicant is HIV positive or has AIDS. Applicants who are deemed fit at the time of interview will not be refused an offer of work because they are HIV positive or have AIDS. If it becomes known that a member of staff is HIV positive, or a member of staff acquires HIV or develops AIDS during employment, the school will provide adequate support. In addition it will make any reasonable arrangements to allow work to be continued, on the grounds that it may maintain confidence and social contact and, therefore, allow the employee to fight his or her illness with more dignity. Staff will not be dismissed because they are HIV positive or have AIDS, or redeployed to alternative employment, unless they request it or medical advice states that it is in his or her interest. Requests for special leave for those who care for people with AIDS related diseases will be considered according to the LEA policy on special leave. No member of staff will ever be required to take an HIV antibody test. There will be no victimisation of an employee who is HIV positive or who has AIDS by other staff. Should victimisation occur, the medical facts about HIV and AIDS will be made available to the offending member of staff and s/he will also be given the opportunity to receive further counselling or advice about the condition.

No one will be denied a service or benefit to which they are entitled because they are HIV positive or have AIDS. Under normal circumstances, there is no risk of HIV transmission at work. However, the school will review all appropriate practices to ensure that all employees are adequately protected. This will be reviewed in the light of any new information.

#### **Confidentiality**

Employees who are HIV positive or have AIDS are not required to inform the school or LEA. However, if it becomes known that an employee has HIV or AIDS, confidentiality will be maintained. Deliberate breaches of confidentiality by any other employee may constitute a disciplinary matter. It is recognised that full support may only be offered by the school if the employee feels able to discuss the situation in complete confidence, with the LEA personnel department. We hope that employees would be able to avail themselves of this support. Specialist professional support can be made available to the employee where LEA personnel department is aware of the situation, if the employee wishes.

#### **Students**

We will ensure that our SRE/PSHE programme contains up-to-date information on HIV and AIDS. There will be no discrimination in the admission of students on the grounds that a

student is HIV positive or has AIDS. In the event of the school being told that a student is HIV positive or has AIDS, we will consult both the student and his/her parent(s)/carer(s) to see which staff, if any, they would like informed. We will respect the student's and parent's wishes over all issues of confidentiality. Specialist professional support can be made available to the parent and/or his or her parents, should it be requested.