



King Charles School

KING CHARLES SEX AND RELATIONSHIPS EDUCATION POLICY JANUARY 2019

Staff Member Responsible for the policy: Mrs C Brokenshire
PSHE Lead: Mrs C Brokenshire Deputy Headteacher
Named Governor with lead responsibility: Mrs Jess Bidgood

Date Written: January 2019
Date agreed and ratified by Local Advisory Board: 7 February 2019
Date of next review: January 2020

This policy will be reviewed annually, and following any concerns and/or updates to national/local guidance or procedures.

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

SRE is not statutory, however, at King Charles VC Primary School, we choose to teach it along with the elements of sex education that are within the science National Curriculum and have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
- Pupil consultation – we investigated what exactly pupils want from their SRE
- Ratification – once amendments were made, the policy was shared with governors and ratified

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.

Delivery of SRE

At King Charles, SRE is taught from Reception to Year 6 through the 'Christopher Winter Project' as recommended by Cornwall Healthy Schools. This is mapped against the National Curriculum framework for PSHE and the National Curriculum for science.

Parents and carers are sent a letter detailing the objectives by class teachers and are invited in to school, prior to the delivery of SRE, to view the materials and discuss any issues if they wish to.

In PHSE throughout the year, we also teach children about relationships and encourage them to discuss any issues. We encourage an awareness that although all humans are different we all experience physical change and emotional change.

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.

Roles and responsibilities

The Local Advisory Board

The Local Advisory Board (LAB) will approve the SRE policy, and hold the headteacher to account for its implementation.

The LAB recognises that parents and carers have a primary role in the teaching of sex and relationship education and wish to build a positive and supporting partnership through:

- informing parents about sex and relationship education policy and practice
- answering questions from parents
- taking any concerns or complaints seriously
- encouraging parents to take part in any review of policy and practice

The headteacher

The head teacher 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 6).

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-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.

Pupils

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

Parents' right to withdraw

Parents' have the right to withdraw their children from the 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.

Training

Staff are trained on the delivery of SRE as required 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.

Monitoring arrangements

The delivery of SRE is monitored by Mrs Cathy Brokenshire (Deputy head teacher) through: learning walks, work scrutinies, pupil voice etc

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

Review and Monitoring

This policy will be reviewed by Cathy Brokenshire annually. At every review, the governing board and the head teacher will approve the policy.

This Policy was agreed by the Full Governing Board at their meeting on 7 February 2019 and will be reviewed annually in the Spring Term.

Authorisation:

Position	Name	Signed	Date
Chair of LAB	D Nicoll		7 February 2019