

Moorside Primary School



Sex and relationship education Policy

MOORSIDE PRIMARY SCHOOL

PURPOSE, VISION & VALUES

Our Purpose

Moorside Primary is a school at the heart of our diverse community in the West End of Newcastle.
We pride ourselves in being a caring school community where everyone is welcome.
We strive to deliver an outstanding education for all our children.
We help everyone to become caring and active citizens
We encourage everyone to thrive and achieve their full potential.

Our Vision

We want everyone in our school to work together to make us as good as any school can be.
We want to create new opportunities for everyone to succeed.
We want to create a culture which broadens all of our horizons.
We want everyone to be able to tackle the challenges we will face in an ever changing world.
We want all of our children to effectively engage with each other and with our community.

Our values

We all believe that

Our local community deserves a school they can be proud of
We are a caring community where everyone is welcome
We all value, respect and support each other
Our community has the right to be safe and healthy.
Our children should have the chance to enjoy and be enthused by their time in our school

We all work together to make sure that

Everyone always tries their best and take pride in all that they do
Everyone demonstrates good manners at all times
Everyone respects each other and show consideration
Everyone respects and cares for our environment and resources
Everyone celebrates each other's successes and achievements

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

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.

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 Moorside Primary School we teach SRE as set out in this policy.

Policy development

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

- Review – the Senior Leadership Team 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
- The Governing body read and agreed the policy with reference to the delivery and monitoring of SRE in school

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

- 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).
- Pupils also receive stand-alone puberty, hygiene and sex education sessions delivered by a trained health professional.

Across all Key Stages, pupils will be supported to develop 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, school and life in the wider community.

Roles and responsibilities

The governing body

The governing body will approve the SRE policy, and hold the Head teacher to account for its implementation.

The Head teacher

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.

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 Senior Leadership Team.

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-statutory components of SRE.

Requests for withdrawal should be put in writing and addressed to the Head teacher. The head teacher will discuss the request with parents, share relevant information and take appropriate action.

Alternative work will be given to pupils who are withdrawn from SRE.

Training

Staff are trained in the delivery of SRE as part of their induction and it is included in our continuing professional development plan.

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 Senior Leadership Team through:

- Observations
- Pupil voice
- Planning scrutiny

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

Date to be implemented	May 2019
Date to be reviewed	April 2020