

SEX AND RELATIONSHIP (SRE) EDUCATION POLICY

Date of last review	February 2016	Date of next review	February 2018
Review period	Three years	Owner	Executive Principal and Principals
Type of policy	Statutory		

Paradigm Trust SRE Policy

This SRE Policy applies to all academies within Paradigm Trust. It is based on the Department for Education's (DfE) current guidance available on its website. This policy draws on:

- Sex and Relationship Education Guidance DfES 2000;
- The National Teenage Pregnancy Strategy (2010);
- Tower Hamlets Healthy Lives Team and National Healthy Schools Programme;
- Sex and Relationships Education for the 21st Century (PSHE association guidance to supplement DfE guidance 2014);
- 'Not yet good enough: Personal, Social, Health and Economic Education in Schools', DfE, 2012;
- The House of Commons select committee report 'Life lessons: PSHE and SRE in schools', February 2015.

The policy further draws on a consultation, which included:

- meetings with, and questionnaires to parents and carers;
- a review of SRE curriculum content with staff;
- discussion with trust directors and academy council members.

1. Principles underpinning the SRE Policy

The board of directors is responsible for setting general principles that inform the SRE policy. The principles are that SRE should:

- be an entitlement for all young people;
- recognise the importance of parents and carers in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and carers, consulting them about the content of programmes;
- recognise that the wider community has much to offer and we aim to work in partnership with health professionals, peer educators and School governors;
- help prepare pupils for the onset of puberty, so that they can look after their own health with confidence;
- acknowledge that SRE is not always about sex, as such. For younger pupils, it is laying the foundations for future learning. Examples of this are the lifecycles of animals and humans, respecting ourselves and others and personal hygiene;
- generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.

- empower pupils to make the right choices for their health and well-being, as they grow up.

2. What Is SRE?

SRE is lifelong learning about physical, sexual, moral and emotional development. It is about understanding the importance of stable and loving relationships and respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

3. SRE in the Trust has three main elements:

3.1 Attitudes and Values

- Learning the importance of values and moral choices.
- Learning the value of family life, stable and loving relationships, and marriage.
- Learning about the nurture of children.
- Learning the value of respect, love and care.
- Challenging stereotypes about different groups (e.g. girls and boys).

3.2 Personal and Social Skills

- Learning to manage emotions.
- Developing self-respect and empathy for others.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Knowing where to get help.

3.3 Knowledge and Understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human reproduction, emotions and relationships.

4. The aim of SRE

The aim of SRE is to provide balanced, factual information about human reproduction, together with consideration of the broader emotional and moral dimensions of health. The trust's SRE programme aims to prepare pupils for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions and behavior.

- Have the confidence and self esteem to value themselves and others.
- Understand the consequences of their actions and behave responsibly within sexual and other relationships.
- Communicate effectively by developing appropriate terminology for their own bodies, sex and relationship issues.

5. Organisation and content of SRE

Paradigm Trust specifically delivers SRE through its Personal, Social, Health and Citizenship Education (PSHCE) lessons and science lessons. In the trust's primary schools, the *Jigsaw* scheme of work is used. More information about this scheme can be found here: <http://www.jigsawpshe.com/> or the PSHCE manager can arrange a viewing of the learning resources.

Most of the SRE takes place within PSHCE lessons. Teachers deliver the PSHCE curriculum to pupils in year groups with support from professionals where appropriate. As far as possible, teachers are allocated to groups of pupils who they know well so that they are aware of individuals' needs. Lessons in year 6 that refer in more detail to puberty or sex are taught in single-sex groups with a teacher of the same gender, where possible.

SRE lessons are set within the wider context of the PSHCE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The science curriculum follows the national curriculum and is taught in science lessons. Although these lessons are more concerned with the physical aspects of development and reproduction, appropriate attention is given to the importance of relationships.

SRE lessons may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons, ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. (The Trust's confidentiality policies should also be referred to.) When pupils ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the pupils, the question may be dealt with individually at another time.

External visitors, such as trainers from *Jigsaw* or directors or academy council members with relevant experience, are involved in sharing their

expertise. (The Trust guidelines for external visitors should be referred to.)

Support is offered from appropriate managers, including the PSHCE manager. Training opportunities are regularly offered to staff. These include observing others teach; being observed and receiving feedback; attending courses; and jointly working with PSHCE specialists.

6. Inclusion

Ethnic and Cultural Groups

We intend SRE to be sensitive to the needs of different ethnic groups. We aim for the staff to reflect a range of different backgrounds. They can act as positive role-models and give an informed awareness about different issues.

Pupils with Special Needs

We will ensure that all children receive SRE, and we will offer provision appropriate to the particular needs of all our pupils. The deaf pupils at CPA may have delayed language and communication skills and are particularly vulnerable. Care must be taken that the programme is accessible to them. Deaf pupils in key stage 2 at CPA follow the SAFE programme, developed by the NSPCC and NDCS (National Deaf Children's Society). This is designed to increase their personal safety skills.

Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. The Trust actively works to challenge homophobic bullying with resources from outside organisations. (See anti-bullying policy.)

7. Right of withdrawal of pupils from SRE

Some parents/carers prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from some parts of SRE. There is a letter and a meeting before each unit of SRE, informing parents and carers of the content. This is also a forum for feedback from parents and carers. **They do not have the right to withdraw their children from those parts included in the statutory national curriculum, which is followed by all schools within the Trust. (i.e. the life process of reproduction).** We would make alternative arrangements in such cases. Parents are encouraged to discuss their

decisions with staff at the earliest opportunity. Parents are welcome to review any SRE resources each school uses.

8. Confidentiality

Teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents of any disclosure unless the principal has specifically requested them to do so.

In any case where child protection procedures are followed, the teacher will ensure that the child understands that if confidentiality has to be broken, they will be informed first. Staff must refer to the trust's confidentiality and child protection policies if they have any concerns.

Health professionals in each school are bound by their codes of conduct in a one-to-one situation with an individual pupil, but in a classroom situation they must follow the trust's confidentiality policy.

9. Monitoring and evaluation of SRE

It is the responsibility of the PSHCE manager to oversee and organise the monitoring and evaluation of PSHCE, in the context of the overall school plans for monitoring the quality of teaching and learning. This takes place through observing lessons, feedback from pupils and feedback from staff.

The board of directors are responsible for overseeing and reviewing the revision of the SRE Policy.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of pupils. This includes evaluating and commenting on the trust's SRE policy, and on support and staff development, training and delivery.