

# SILVER BIRCH ACADEMY TRUST

## Sex and Relationship Education Policy

### DATE

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### REVIEW DATE

November 2019



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# Introduction

Our Curriculum for SRE describes the elements which will be taught. The Curriculum is wholly consistent with the National Curriculum (2000), DfE and Ofsted guidance. It also reflects best practice described by the Sex Education Forum. Some elements of our SRE curriculum are part of the compulsory National Curriculum for Science (e.g. the biological aspects of puberty, reproduction and the spread of viruses) and some parts are based on the non-statutory PSHE guidance.

SRE is not compulsory in primary schools. Academies do not have to follow the National Curriculum and are therefore not required to teach the elements of sex education in the science curriculum.

If primary academies do teach SRE, they are required by their funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At The Silver Birch Academy we teach SRE as set out in this policy.

Children learn about sex and relationships from the very youngest age through media and ICT, even if we don't talk with them. Some of the things they learn are incorrect, confusing and frightening. SRE should be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness.

Family is a broad concept; it includes a variety of types of family structure, and acceptance of different approaches without promotion of any particular family structure. The important values are love, respect and caring for each other.

This policy is linked to policies on Behaviour, Child Protection and Safeguarding and Equality.

## Aims and Objectives

Our SRE curriculum aims to encourage children to develop the skills of listening, empathy, talking about feelings and relationships with friends and family:

- Provide a secure, sensitive and caring framework where learning and discussion can take place.
- Provide information which is easy to understand, relevant and appropriate for the needs, age and maturity of the pupils.
- 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
- Encourage the use of correct vocabulary.
- Foster self-worth and awareness, together with a sense of moral responsibility.
- Help the children to acquire and practice important life skills such as critical thinking, decision making, communication and assertiveness.

## Definitions

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.

## Inclusion and Differentiation

SRE is an entitlement for all young people. Difference and diversity must be taken into account when delivering SRE. Special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background, all affect access to SRE.

## Parental Involvement

Parents and carers are the key people for their child's learning about sex and relationships and schools should always work in partnership with home. Parents have the right to see and discuss the content of the SRE lessons that their child will receive. Parents will be notified when these lessons will take place to allow parents to discuss lesson content with the teacher or co-ordinator. Parents/Carers have the right to withdraw their children from SRE lessons, (see below).

## Curriculum

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 sex education sessions delivered by a trained health professional.

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.

## Assessment

Assessment of SRE takes place formatively through discussions, observations and analysis of children's work. Pupils also self-assess against the lesson objectives. The PSHE coordinator is responsible for the monitoring cycle that provides an overview of the quality of teaching and learning taking place in SRE lessons.

## Roles and responsibilities

### The governing body

The governing body will approve the SRE policy, and hold the Headteacher/Head of School to account for its implementation.

### The Headteacher

The headteacher is responsible for ensuring that SRE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] 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/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-statutory/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.

### **Management of the Policy**

The policy will be made available to all staff. The Headteacher/Head of School is responsible for the delivery of the curriculum. All staff are trained with how to deal with child protection issues, as detailed in our Child Protection and Safeguarding Policy.

The policy will be made available to parents upon request.

The policy will be reviewed every two years unless a statutory requirement or issues identified in the practical application of the policy occur prior to the scheduled review of the policy.

