

## Sex and Relationship Education (DfES – SRE) Policy Guidance

What is presented below is guidance based upon the principles of good practice set out in the Sex and Relationship Education Guidance - DfEE July 2000 and support material from the National Healthy School Standard Team - May 2001. DfEE (DfES) Guidance is available from DfES Publications - ref 0116/2000

### What Are Schools Required To Do?

- The SRE elements in the National Curriculum Science Order are mandatory across **all Key Stages**.
- **Schools across all key stages** must have an up-to-date SRE policy.
- **Secondary** schools are required to have an SRE programme outside but related to the elements set out in the NC Science Order. The 14 to 19 Strategy gives an entitlement to students of Sex and Relationship Education.
- **Primary** schools are required to have a policy that sets out how SRE is provided, or the policy explains why SRE is only provided within the NC Science Order.
- Schools must ensure that they address the two broad aims set out in the revised National Curriculum (2000):
  - Aim 1:** The school curriculum should aim to provide opportunities for all pupils to learn and achieve.
  - Aim 2:** The school curriculum should aim to promote pupils spiritual, moral, social and cultural development and prepare all pupils for the opportunities and responsibilities of life.

### Good Practice

It is strongly recommended that schools place SRE within a whole school PSHEE and Citizenship programme.

**A whole** school approach to PSHEE is central to achieving the above aims. Schools should be aware that parents have the right to withdraw their child from those aspects of SRE not included in the NC Science Order. The school will need to have procedures in place should parents decide to withdraw their child from some aspect of SRE, outside NC Science.

# The Policy

## Background & Context

A brief description of the type of school and the nature of the community it serves. This may include the age range, cultural, ethnic and social mix of the school and its community. It is also appropriate here to place the school policy within a national context including how it is in line with Teenage Pregnancy Strategy objectives. The school may set out here its commitment to the health and well-being of its pupils.

## The Aims of SRE

Link the aims of SRE to the aims of the school and the broad aims of the NC (2000). You may decide to include elements of the following taken from Sex and Relationship Education Guidance DfEE 0116/2000, and adapt to fit the needs of your school

- Effective sex and relationship education does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity. It builds up knowledge and skills which are particularly important today because of the many different and conflicting pressures on young people.
- The role of a school's governing body and Headteacher in the determination of a school's policy is crucial. The governing body, in consultation with parents, will be able to develop policies which reflect the parents' wishes and the community they serve. This guidance also sets out advice on how schools can set in place arrangements so pupils can be protected from inappropriate teaching and materials.
- It 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 - this would be inappropriate teaching.

## How will the Aims be Achieved?

Statement explaining how SRE is incorporated into the whole school PSHEE and Citizenship programme and supports or is supported by SRE in Science.

## The Needs of Pupils

⇒ The SRE programme is tailored to the age, physical and emotional maturity, gender and cultural and social needs of pupils. Include here how the school ensures vulnerable pupils needs are met. Are the views of pupils built into the development of the programme? Involving pupils is especially important in high schools.

## **Teaching and Learning Styles**

- ⇒ Teaching methods take into account the differing needs of pupils and include a variety of styles and approaches. Give examples. Include how language will be defined and how questions will be dealt with
- ⇒ Resources support the delivery of the learning outcomes and are appropriate to the age, maturity, gender and ability of the pupils. They are inclusive of a range of cultural and religious backgrounds and sexual orientations. Give examples.

## **Content**

- ⇒ Curriculum content supports the learning outcomes set out in schemes of work. The schemes of work ensure that content and learning outcomes are developmental. Special attention is given to preparation for transition from one key stage to another. Content should include:
  - ✓ Acquisition of knowledge and understanding
  - ✓ Development of skills
  - ✓ Exploration of morals, values and attitudes
- ⇒ A description of cross curricular links is made including how timing between one subject and another is synchronized.

## **Assessment**

- ⇒ Indicate how pupil progress is assessed including pupil self-assessment.

## **Continuous Professional Development and Training**

- ⇒ The school recognises and is committed to the professional development of its staff. Give examples to evidence this commitment.

## **The Use of External Support**

- ⇒ A brief statement explaining how the school makes use of external support. Clearly explain how such support is used and how it is built into the SRE Programme. Schools are advised to identify the unique contribution to learning offered by external support (for example, what does school nurse involvement in the classroom add to the PSHEE programme?). External support should not be used to deliver whole aspects of the SRE programme and/or replace the teacher. How is external support used in planning SRE?

## **School Nurse Drop In Session**

- ⇒ If the school offers pupils this facility, explain how this fits into the SRE programme and is one part of the PSHEE and pastoral package. Give examples of the wide range of issues that could be addressed through this facility.

## **Monitoring and Evaluation**

⇒ A brief statement explaining how SRE is built into the school's monitoring of teaching and learning and evaluation programme. Are pupils built into the evaluation process? Explain how this is done.

## **The School, Parents and Community Links**

Brief points explaining how the school aims to work in partnership with parents and the community. This may include comments on the shared responsibility for shaping the attitudes and behaviour of young people.

## **Management and Co-ordination**

Management and co-ordination of SRE is the responsibility of:

.....

The Governor with responsibility for SRE is:

.....

## **Responsibility for the SRE Policy**

The Headteacher takes overall responsibility for the policy and its implementation in school. This responsibility includes liaison with the Governing Body, parents & the LA.

The Governing Body agreed the policy on .....

## **How Was The Policy Put Together?**

Give very brief details of how the policy was put together and who was included?

Date for review

.....

## **The Process for Developing a School Sex and Relationship Education Policy**

### **Identify a representative group to develop the policy**

You could use your healthy schools task group.  
EG, Pupils, parent, Governor, school staff, school nurse

### **Send a copy of this guidance to members of the task group**

### **Identify other relevant policies**

### **Identify issues relevant to the schools and its population**

Eg, Faith, culture, gender mix, age range, teenage pregnancy and sexually transmitted infection rates, risk taking behaviour, use of drugs and alcohol

### **Draft the policy**

### **Consult with pupils, parents, staff and the school community**

Utilise the representative to consult on the draft policy. Involve agencies who work in schools, eg, the school nurse, Connexions, youth service

### **Revise draft following feedback from consultation**

### **Send to Governors for approval**

### **Disseminate policy. Brief staff**

### **Monitor implementation of policy and review in 2 years**