



**BIRCH COPSE PRIMARY SCHOOL**  
**POLICY FOR SEX AND RELATIONSHIP EDUCATION**

**Version**

Version: 1.1

**Status**

Non – Statutory

**Introduction**

Since February 2016, SRE has not been statutory. However, as a school, we believe that “effective Sex and Relationship Education (SRE) is crucial to developing and maintaining emotional and physical health.”

SRE guidance (2000) states that SRE should be firmly rooted within the framework for PSHE and Citizenship. This policy should therefore be read in conjunction with the school policy for PSHE and Citizenship.

This document is a statement of our intentions for the teaching and learning of sex and relationship education. It was compiled by the Headteacher, Staff and Governors, and approved by the Governors. The date of the latest review is indicated at the end of the policy.

As the SRE curriculum is no longer statutory, parents are free to withdraw their children if they wish to do so.

**Aims**

Sex and relationship education will be taught in such a manner as to encourage pupils to have due regard to moral considerations and the value of family life.

Care and sensitivity will be needed in matching teaching to the maturity of the pupils involved, which may not always be adequately indicated by chronological age.

The teaching in school should aim to help the pupils cope with the physical and emotional challenges of growing up, and should give them an elementary understanding of human reproduction. Pupils’ questions should be answered sensitively and with due consideration for any particular religious or cultural factors bearing on the discussion of sexual issues.

The programme of sex and relationship education should be presented in an objective and balanced manner. It is part of a broader programme of social and personal education, various sections of which will appear in different areas of the curriculum.

The sex and relationship education programme should provide the pupils with a space within which they feel able to discuss their fears and misunderstandings, and should lead to more responsible and informed behaviour as they grow up.

**Parents**

The teaching provided by the school should be complementary and supportive to the role of parents. Parents are the key figures in helping their children to cope with the physical and emotional aspects of growing up, and in preparing them for the challenges and responsibilities which sexual maturity brings.

Parents should be given opportunities to see teaching materials and to receive explanations of the ways in which they will be used. Consultation with parents is an important element of this policy.

#### **Withdrawal**

The Governors acknowledge the parents' right for their children to be withdrawn from direct Sex and relationship education teaching, apart from those aspects which are required through the Science Curriculum. Parents will be informed when direct sex and relationship education is intended to take place. Direct teaching is defined as a lesson which has been planned in advance on the appropriate subject of sex and relationship education.

#### **Links with outside agencies**

Advice, support and practical help will be sought from outside agencies such as school doctors and nurses, and relevant support services of the Local Authority.

#### **Organisation**

This area of study will be sympathetically covered and may not require recording on the part of the children. Aspects of this work will be built into the existing curriculum.

Direct teaching may use factual books, videos, and on occasions outside speakers (e.g. school nurse or doctor). At all times the school would aim to fulfil the role of any responsible and caring parent, and develop responsible and caring attitudes in the children.

#### **Responsible officer**

PSHE Subject leaders

**Date of last review: 16<sup>th</sup> May 2011**

**Dates of amendments: 2<sup>nd</sup> March 2016**

**Date of next review: March 2019**