



**KETTERING PARK**  
JUNIOR ACADEMY

## **SEX & RELATIONSHIP EDUCATION**

### **Statutory Policy**

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### 1. 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

### 2. Statutory requirements

At Kettering Park Junior Academy we teach SRE as set out in this policy.

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](#).

### 3. 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.**

#### **4. Delivery of SRE**

SRE is taught within the personal, social, health and economic (PSHE) education curriculum, which is structured around the Jigsaw scheme of work. In years 3 and 4 children discuss friendship and resolving conflict; in years 5 and 6 children consider how to deal with loss and begin looking at boyfriends and girlfriends. Biological aspects of SRE are taught within the science curriculum.

At Kettering Park Junior Academy, pupils will be supported with developing the following skills across the curriculum:

- 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 across the curriculum and are in line with our own Park Values.

#### **5. Roles and responsibilities**

##### **5.1 The governing board**

The governing board will approve the SRE policy, and hold the headteacher to account for its implementation.

##### **5.2 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 (see section 7).

##### **5.3 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.

#### **5.4 Pupils**

Pupils are expected to engage fully in SRE and, when discussing issues related to SRE, treat others with respect and sensitivity.

#### **6. 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 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.

Where a parent has withdrawn their child from SRE, the student will complete alternative work in another classroom.

#### **7. Training**

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

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.

#### **8. Monitoring arrangements**

The delivery of SRE is monitored by John Bonner, PSHME lead, through:

Learning walks, pupil voice and book checks.

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

This policy will be reviewed by Ann Walker, Head Teacher, every two years. At every review, the policy will be approved by the governing board.