



SEX AND RELATIONSHIP
EDUCATION POLICY

MAY 2020

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> 1. Aims

Merrywood House is a special independent school that caters for children with social, emotional and mental health needs. Our ethos is to provide children whom have additional needs the opportunity to achieve academically, socially, emotionally and behaviourally and therefore we are committed to providing a therapeutic, fulfilling and efficient education to all children and embrace the concept of equal opportunities for all. We will provide an environment where all children feel valued and welcome.

The aims of sex and relationship education (SRE) at our school are to:

1. Provide a framework in which sensitive discussions can take place.
2. Prepare children for puberty and give them an understanding of sexual development and the importance of health and hygiene.
3. Help children develop feelings of self-respect, confidence and empathy.
4. Create a positive culture around issues of sexuality and relationships.
5. Teach children the correct vocabulary to describe themselves and their bodies.
6. Ensure that children are given the opportunity to discuss the rights of children and adults and how these rights impact on relationships.
7. Ensure that our children' mental health and well-being is paramount in order for them to be confident and go on to secure and maintain positive relationships.

> 2. Statutory requirements

SRE is not compulsory in primary schools. However, primary schools are required to teach the elements of sex education contained in the science curriculum. If primary schools do teach SRE, they must have regard to guidance issued by the secretary of state as outlined in section 403 of the **Education Act 1996**. At Merrywood House, we teach SRE as set out in this policy.

> 3. Definition

SRE is about the emotional, social and cultural development of children, 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. Biological aspects of SRE are taught within the science curriculum and other aspects are included in religious education (RE).

Across all Key Stages, children 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

> 5. Roles and responsibilities

The CEO

1. The CEO and the staff team are responsible for ensuring that SRE is taught consistently across the school and for managing requests to withdraw children from non-statutory components of SRE (see section 7).
2. Delivering SRE in a sensitive way
3. Modelling positive attitudes to SRE
4. Monitoring progress
5. Responding to the needs of individual children
6. Responding appropriately to children whose parents wish them to be withdrawn from the non- statutory 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 peers and the CEO.

> 6. Children

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

> 7. 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 CEO. A copy of withdrawal requests will be placed in the child's educational record. The CEO will discuss the request with parents and take appropriate action.

Alternative work will be given to children who are withdrawn from SRE.

> 8. Training

Teachers are trained on the delivery of SRE through external courses, in house training, staff meetings and online training depending on their experience and expertise. The CEO may also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching SRE.

> 9. Monitoring arrangements

The delivery of SRE is monitored by the CEO by:

1. Planning scrutinies
2. Book scrutinies
3. Lesson observations and learning walks
4. Dialogue with children and members of the teaching team

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

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