

## Theme – Sex and Relationships Education

		Criteria for Development
<b>1</b>	<b>Policy &amp; leadership</b>	<ul style="list-style-type: none"> <li>a) The leadership of the school supports the development and implementation of SRE throughout the whole school. There is a named person responsible for the coordination of SRE and all staff are aware of their roles and responsibilities in relation to SRE.</li> <li>b) The school uses locality and school data in the planning of SRE provision and interventions.</li> <li>c) The school's SRE policy supports, reflects and includes;               <ul style="list-style-type: none"> <li>⇒ The school's aims, values and ethos (<i>it takes account of Diocesan Guidance, where appropriate</i>) and current national guidance.</li> <li>⇒ A commitment to delivering high quality SRE at each key stage based on local and national guidance and good practice (e.g. through the SRE Spiral Curriculum and the Puberty Pack.)</li> <li>⇒ Clear and explicit links to other relevant policies (e.g. Safeguarding, Confidentiality, Anti-bullying.)</li> <li>⇒ Guarantees entitlement of all with due regard to gender, faith, disability, age, race, language, diversity and sexual orientation.</li> <li>⇒ Developments in the schools provision for SRE.</li> </ul> </li> </ul>
<b>2</b>	<b>Curriculum</b>	<ul style="list-style-type: none"> <li>a) There is a planned programme of SRE across all key stages that is differentiated so it is appropriate to children &amp; young people's, age, ability, gender and maturity. This ensures continuity and progression through the year groups.</li> <li>b) SRE is planned and delivered as part of the schools wider approach to PSHE education.</li> <li>c) Regular review of the SRE curriculum ensures that it meets the needs of the children and young people in the school whilst taking in to account the religious ethos of the school and locality.</li> <li>d) The SRE curriculum builds upon the statutory national curriculum requirements and reflects local and national guidance (e.g. Ofsted.)</li> <li>e) Curriculum provision is regularly reviewed and amended to ensure it responds timely to new and emerging priorities.</li> <li>f) The school has embedded locally recommended resources e.g. Puberty Pack, Secondary SRE Spiral Curriculum.</li> <li>g) The school has a range of effective partnerships to complement and enhance the SRE curriculum e.g. school nurses. Visitors are planned in to delivery to maximise the contribution that they make.</li> <li>h) The SRE curriculum empowers CYP to access support services through school and or independently</li> </ul>

3	<b>Early intervention &amp; Pupil Support</b>	<ul style="list-style-type: none"> <li>a) Staff are aware of the support services that are available locally and nationally that can provide support in relation to sex and relationships education and use this information to inform children and young people where necessary.</li> <li>b) Information on local and national support services, in relation to relationships, body changes and growing up is made available for children and young people. Information is referred to within SRE lessons and through advertising in other areas of the school (display boards, library.)</li> <li>c) There is provision of support and/or services for pupils in relation to sexual health, either on site or through signposting to local services, help-lines and websites. (secondary only)</li> <li>d) The school has systems in place to support (through early intervention) and signpost children and young people who may be more vulnerable and need support in relation to SRE issues such as; relationships, sexuality, sexual health, teenage pregnancy, low self-esteem, domestic violence.</li> <li>e) There is clear signposting, in appropriate languages, to information and support services within and beyond the school relating to sexual health with due regard to gender, faith, disability, age, race and sexual orientation.</li> </ul>
4	<b>Pupil &amp; Parent Involvement</b>	<ul style="list-style-type: none"> <li>a) The school works with parents/carers to ensure that they are informed about what is included in provision and that all children and young people benefit from the school's SRE programme.</li> <li>b) SRE information and guidance is provided to parents/carers to encourage them to support the school with SRE and continue messages at home.</li> <li>c) Parents/carers are encouraged and provided with support to talk to their children about relationships, growing up, sexuality, safety and sexual health.</li> <li>d) Arrangements are in place to support parents/carers who want to withdraw their children from SRE to discuss their concerns</li> <li>e) Pupils are involved in the review and design of the SRE curriculum and SRE provision in school e.g. through HRBS, school council, consultation forums. This ensures that provision meets the need of children and young people.</li> <li>f) The views and opinions of parents/carers are used to inform SRE policy and curriculum content.</li> </ul>
5	<b>Training &amp; CPD</b>	<ul style="list-style-type: none"> <li>a) The school has at least one member of staff who has completed the accredited PSHE CPD programme.</li> <li>b) SRE is included within the staff training and CPD programme to ensure effective practice within and beyond the classroom.</li> <li>c) The workforce involved in SRE is consulted on training and support needs through a regular review process.</li> <li>d) Relevant SRE training opportunities have been accessed by the staff who teach SRE thus enabling them to be confident facilitators with expertise and an understanding of effective teaching and learning in SRE.</li> <li>e) Staff feel comfortable and confident in the teaching of sensitive and controversial issues and are aware of the importance of creating a safe and positive learning environment.</li> </ul>