

Sex and relationships Education (SRE) Policy

**January 2024
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Emptage**

Southgate School – Sex and Relationships Education (SRE) Policy



Values, Aims and Ethos

All the pupils at Southgate School have complex needs. Therefore, we ensure that we meet the statutory requirements of the National Curriculum whilst being flexible and responsive to the actual needs of each individual pupil. We are committed to having a person-centred approach to learning that enables our pupils to achieve key skills, independence, life skills and social communication skills.

Sex and relationships Education (SRE) supports and guides pupils in life-long learning about relationships, intimate and sexual relationships, including sexual health.

Along with parents and carers, we help our pupils to understand and manage their physical and emotional development in adolescence and prepare for the decisions to be made in adult life. We believe that pupils should have accurate information that relates to their needs. SRE will also support awareness and understanding of mental and physical health to promote our pupils in living healthy and fulfilling lives and making positive choices. Our SRE curriculum will also promote respect for self and others, understanding diversity and self-awareness. It will be based on developing commitment, trust and love within relationships and supporting our pupils to become as independent as possible.

Aims & Statement of Intent

This policy outlines the approach to relationships, sex and health education (SRE) at Southgate school. It is underpinned by the [Kirklees Charter for SRE](#) (See full charter on the school website) and complements the vision, value and ethos of Southgate school.

We aim to:

- Prepare pupils for the opportunities, responsibilities, and experiences of adult life
- Give pupils the knowledge they need to make informed decisions about their health and well being
- Develop skills to recognise make and maintain positive, healthy, and respectful relationships
- Develop pupil confidence to talk, listen and think about relationships, including online
- Safeguard pupils by addressing concerns and correcting misunderstandings, so they can protect themselves and stay safe
- Develop pupils' positive attitudes, understanding the importance of equality and respect for diversity values and differences in opinions
- Build a positive self-image, self-respect and self-worth, confidence, and empathy

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- Develop accurate knowledge and understanding about sexuality, relationships, sexual health and the changing adolescent body
 - Develop awareness and understanding of mental and physical health, including fitness, healthy eating and health prevention
 - Support them to know where to get support and advice

Definitions

Sex and relationships Education (SRE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of Personal, Social, Health and Economic education (PSHE).

- **SRE:** Relationships education, relationships and sex education and health education.
- **Relationships education:** *The physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults.*
- **Sex education:** There is no agreed definition in the new SRE guidance. In this policy the definition of sex education is 'how a baby is conceived and born' (reproduction and birth).
- **Health education:** Physical health and mental wellbeing.
- **PSHE:** Personal, Social, Health and Economic (PSHE) education.

The SRE Curriculum & Program of Study

The content of the SRE curriculum at Southgate School is informed by:

- [Relationships Education, Relationships and Sex education \(RSE\) and Health Education statutory guidance \(DfE,2019\)](#) and the DfE update [DfE communication to schools on SRE implementation](#) (update, June 2020).
- National guidance and evidence-based research about SRE/PSHE.
- Information about the law/ legal rights including the Equality Act 2010 and Public Sector Equality Duty.
- Relevant health and other data (both local and national).
- The views of pupils, staff, parents, and governors.
- Nationally recognised and/or quality assured resources (e.g. The PSHE Association, Jigsaw).

The programme of study supports schools to provide a comprehensive programme that integrates, but is not limited to, the statutory SRE content. This broader PSHE programme includes economic wellbeing, careers and enterprise education.

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The programme of study sets our learning opportunities for each key stage under three core themes: Health and Wellbeing, Relationships, and Living in the Wider World. These are all reflected within the Southgate School Identity & Wellbeing, Healthy Lifestyles and Computing and Online Safety curriculum trees.

The content is well-matched to the needs of the pupils. It is appropriate to the age and developmental stage of our pupils and is based on what pupils are likely to need to know (including any safeguarding considerations).

The curriculum is sequenced and progressively builds upon prior knowledge. The SRE curriculum includes the acquisition of knowledge and understanding, the development of skills and respectful attitudes. The curriculum is inclusive, so it meets the needs of all pupils.

The content of the SRE curriculum may need to be adapted or changed throughout the year to meet local/national priorities and also those of individual pupils. Any parent, teacher or pupil is encouraged to offer feedback about the SRE curriculum.

SRE Statutory Content Summary (Primary aged pupils)

Relationships Education (para 62, page 20)	Health Education (para 96, page 32)
<ul style="list-style-type: none"> • Families and people who care for me • Caring relationships • Respectful relationships • Online relationships • Being safe 	<ul style="list-style-type: none"> • Mental wellbeing • Internet safety and harms • Physical health and fitness • Healthy eating • Drugs, alcohol and tobacco • Health and prevention • Basic first aid • Changing adolescent body (including puberty and menstruation)

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Sex Education

At Southgate school we have a programme of sex education (how a baby is conceived and born). We feel it is important to begin teaching sex education from a primary age, as many of our pupils require topics to be revisited more frequently to support 'overlearning'. Our sex education programme will include the coverage of naming parts of the body using scientific terms and understanding that they are related to reproduction; understanding parts of their body are private; describing biological differences between male and females; understanding puberty, the changes associated with it and that they can occur at different ages for individuals; menstruation and wet dreams; human reproduction lifecycle; naming of male and female sex cells and reproductive organs; know how a baby is made and use of scientific language to discuss conception and pregnancy.

Sex education is not compulsory for primary aged pupils from September 2020 (DfE, para 65/page 23). The DfE *recommends* that 'all primary schools should have a programme of sex education tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human cycle set out in national curriculum science - how a baby is conceived and born (DfE, para 67/page 23).

- All pupils will be taught in national curriculum science: the main external parts of the human body; how the body changes as it grows (including puberty); the reproductive process in some plants and animals.
- All pupils will be taught the health education content as outlined in the SRE guidance. The section on the changing adolescent body includes: key facts about puberty and the changing adolescence body particularly through from age 9 through to age 11, including physical and emotional changes; about menstrual well-being including the key facts about the menstrual cycle (DfE, page 35).
- All pupils will be taught about relationships education content as outlined in the SRE guidance. This includes learning about caring relationships and different types of families (DfE, page 20). All teaching is sensitive and developmentally appropriate in approach and content. Teaching will be fully integrated into programmes of study rather than delivered as a stand-alone unit or lesson (DfE, para 37/page 15). Teaching about diverse families (e.g. LGBT) is part of relationships education.

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SRE Statutory Content Summary (Secondary aged pupils).

Relationships Education (para 81, page 27)	Health Education (para 103, page 36)
<ul style="list-style-type: none"> • Families • Respectful relationships, including friendships. • Online and media • Being safe • Intimate and sexual relationships, including sexual health. 	<ul style="list-style-type: none"> • Mental wellbeing • Internet safety and harms • Physical health and fitness • Healthy eating • Drugs, alcohol and tobacco • Health and prevention • Basic first aid • Changing adolescence body

Sex education

Sex education is compulsory for secondary aged pupils from September 2020 (DfE, para 69/page 25). The DfE states, as part of the SRE curriculum, schools must cover contraception; developing intimate relationships; understanding human sexuality; developing an understanding of safe; fulfilling and healthy sexual relationships; understanding safe sex and sexual health; facts and laws on sex, sexuality, sexual health and gender identity; consent and grooming, sexual exploitation, domestic abuse and female genital mutilation.

- In addition, all pupils will be taught in national curriculum science: reproduction in humans, e.g. structure and function of male and female reproductive systems; menstrual cycle; gametes; gestation; birth; HIV and AIDS.
- All pupils will be taught health education content as outlined in the SRE guidance. This will build on the content covered with primary aged pupils. The section on changing adolescent body includes: key facts about puberty, the changing adolescent body and menstrual wellbeing; the main changes which take place in males and females, and the implications for emotional and physical health (DfE, page 38).
- All pupils will be taught about relationships education content as outlined in the SRE guidance. This includes learning about sexual orientation and gender identity. All teaching is sensitive and developmentally appropriate in approach

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and content. Teaching will be fully integrated into programmes of study rather than delivered as a stand-alone unit or lesson (DfE, para 75/page 26).

Statutory aspects of Sex Education within the National Curriculum Science

All schools must teach the following as part of the National Curriculum Science. Parents/carers do not have the right to withdraw their child from this.

Key stage 2 <ul style="list-style-type: none">• Describe the life process of reproduction in some plants and animals.• Describe the changes as humans develop to old age.
Key Stage 3 <ul style="list-style-type: none">• Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta
Key Stage 4 <ul style="list-style-type: none">• Hormones in human reproduction, hormonal and non-hormonal methods of contraception• Communicable diseases including sexually transmitted infections in humans (including HIV/AIDs)• Sex determination in humans

The Right to Withdraw from Sex Education

Parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory SRE. Before granting any such request the head teacher/senior leader will discuss the request with parents/carers and, as appropriate, with the pupil to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum content. The school will document this process to ensure a record is kept.

An appropriate member of staff will discuss with parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the pupil. This could include any social and emotional effects of being excluded, as well as the likelihood of the pupil hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents/carers propose to deliver sex education to their child at home instead).

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Once these discussions have taken place, except in exceptional circumstances, the school will respect the parents'/carers request to withdraw the pupil, up to and until three terms before the child turns 16. After that point, if the pupil wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the pupil with sex education during one of those terms.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the appropriate member of staff may want to take a pupil's specific needs arising from their SEND into account when making this decision.

If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

Parents/carers will be:

- Consulted about the content, organisation, and delivery of the sex education programme.
- Informed in advance of the content of sex education lessons (letter templates are provided for staff to use).
- Encouraged to complement the teaching at home by sharing the learning and talking about family values and beliefs.
- Given clear guidance on how to request the withdrawal of their child from sex education (letter templates are provided for staff to use).
- Provided with frequent opportunities to understand, ask questions, or express any concerns about SRE.
- If parents/carers have concerns about any aspect of the SRE curriculum, they are encouraged to share these with the school. We will then invite parents/carers to come and talk to us. Alternatively, parents/carers can email or write a note or letter.
- Parents/carers contacting the school about SRE will be asked to include a name and contact information. This is so we can respond to the parent/carer directly. Anonymous communication will not be considered.

The Delivery of the SRE Curriculum

Relationships, Sex and Health Education (SRE) will be taught within the Personal, Social Health and Economic (PSHE) curriculum and in other areas of the curriculum such as assembly, themed weeks (e.g. anti-bullying week) and other curriculum areas (e.g. Science or Computing and Online Safety). The SRE content is reflected within the Southgate School Identity & Wellbeing, SRE, Healthy Lifestyles, Our World and Computing and Online Safety curriculum trees.

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Teaching will be inclusive, so it meets the needs of all pupils - particularly those from a range of faith backgrounds and LGBT pupils and/or their families. This means a teacher will refer to different viewpoints and beliefs on a range of SRE issues. All pupils and their families need to feel included and the school recognises different types of families and structures of support for children. This is part of relationships education.

Pupils will be given the opportunity to: reflect on the values, beliefs and influences (such as from parents, peers, media, faith and culture) that may shape their own attitudes to relationships and sex; develop critical thinking skills; nurture their tolerance/respect for different views.

All teaching staff will undergo regular training to ensure they are familiar with the content and subject specific pedagogy of SRE, so they feel confident and competent to teach it effectively. The class teacher is responsible for the planning and monitoring of the content for their class. Staff will also be kept up to date about new guidance, support, and resources for SRE.

Specialist Approaches for Pupils with Special Educational Needs and Disabilities (SEND).

The DfE states SRE must be accessible for all pupils and that schools must be mindful of the preparing for adulthood outcomes set out in the SEND code of practice (para 33/page 15). Schools should ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law (para 35/page 15).

At Southgate School, children will be taught based upon their chronological age and developmental understanding. Teachers will tailor content and teaching to meet the specific needs of pupils at different developmental stages. Our curriculum recognises that it is important to ensure that SRE is appropriate to the pupil's developmental stage, social understanding and interest in the subject, tailoring the delivery to support them to fully access the learning.

Southgate school has adopted the Jigsaw programme of study, which fully meets the DfE SRE requirements.

Language

Pupils will be taught the anatomical terms for body parts. Slang or everyday terms used in certain social circles will be discussed; this will surround discussion about

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what is and isn't acceptable language to use. Anatomically correct dolls will also be used to support students in being able to recognise and name different body parts.

Agreed list of vocabulary used in school:

- Penis
- Testicles
- Vulva
- Vagina
- Breasts

It is good practice to use anatomical terms for genitalia and sexual parts of the body. Having the right language to describe the private parts of their body, and knowing how to seek help if they are being abused, are vital for safeguarding. Evidence to support this approach is outlined in the Children's Commissioner Report November 2015, 'Protecting Children from harm.' Being open and honest about the words for genitalia will support girls at risk of female genital mutilation (FGM).

Answering questions

We acknowledge that sensitive and potentially difficult issues will arise in SRE as pupils will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for SRE. As a first principle, we answer questions relating to the taught, planned curriculum for that age group.

We answer questions, where appropriate, relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age-appropriate way and only to the pupil/s, who have asked the question.

If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the SRE leader or DSL. Questions may be referred to parents/carers if it is not appropriate to answer them in school.

When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers will pass this information to the designated person for safeguarding and child protection, in line with school policy and procedures.

Pupils can, where appropriate, be encouraged to write down questions, anonymously if desired, and post them in a question box. Staff will then have time to prepare answers to all questions before the next session, and will choose not to

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respond in a whole class setting to any questions that are inappropriate or need one-to-one follow up.

Ground Rules

Ground rules are essential when discussing sensitive subject matters within the PSHE curriculum. Staff will establish clear parameters about what is appropriate and inappropriate in a whole class setting.

If pupils are to benefit fully from an SRE programme, they need to be confident communicators. When the needs of pupils are analysed, of overriding importance are two key areas: pupils need to feel safe and be safe. Ground rules help staff to create a safe and relaxed environment in which they do not feel embarrassed or anxious about unexpected questions or comments from the pupils. They also reduce the possibility of inappropriate behaviour and the disclosure of inappropriate personal information.

Our whole school ground rules for SRE are:

- Confidentiality: 'what is said in the room, stays in the room' except if anyone mentions something which could be harmful or put them at risk – then will have to pass the information on to help keep them safe.
- It's not OK to ask personal questions of each other or the teaching staff
- Don't use names: if you want to ask about or share a personal story or experience, you can speak in the third person about 'someone I know', 'a friend', 'a situation I've heard about/read about'
- We will try to only ask questions related to what we are learning in the lesson.
- We will use the anatomical terms for the sexual body parts.
- It is ok to say pass / not join in.
- We will always respect different opinions, situations & backgrounds.

Confidentiality in the context of SRE lessons

The nature of SRE means that pupils may disclose personal information that staff will respond to appropriately. The classroom is never a confidential place to talk, and that remains true in SRE. Pupils will be reminded that lessons are not a place to discuss their personal experiences and issues, or to ask others to do so, through the establishment of ground rules.

Any visitor to the classroom will be bound by the school's policy on confidentiality, regardless of whether they have, or their organisation has, a different policy. We will make sure visitors are aware of this, and make sure there are enough opportunities for pupils to access confidential support after the lesson if they need it.

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Any information disclosed to a staff member or other responsible adult, which causes concern about the pupil's safety, will be communicated to the Designated Safeguarding Lead as soon as possible, in line with our safeguarding and child protection policy.

Faith and cultural perspectives on SRE

Teaching SRE effectively means considering the many faiths and cultures of Britain today and knowing about the law. As a school we will deliver SRE in a non-judgmental way, providing a balanced approach that acknowledges the wealth of beliefs, views and opinions of our community and country.

SRE teaching will promote equality and challenge all forms of prejudice and discrimination. A diverse range of resources will be used so every child and family feels included, respected, and valued.

Parents and carers are key partners in SRE and are best placed to support their children to understand how their learning at school fits with their family's faith, beliefs, and values.

This policy and the SRE curriculum are inline with the Equality Act 2010 and our responsibility outlined in [Public Sector Equality Duty Guidance for schools in England \(EHRC, 2014\)](#)

Safeguarding: Safe and effective practice

SRE will be delivered in a safe, supportive learning environment, so that young people feel able to express their views and beliefs, ask questions and know where to find help.

Teachers are aware that effective SRE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Pupils need knowledge about the privacy of their bodies and genitalia, to support safeguarding. We have adopted a school-wide policy on the consistent use of correct terms for genitalia as part of safeguarding practice. This is not sex education.

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Teachers must always follow the Safeguarding Policy and refer to the Designated Safeguarding Lead (DSL) if a disclosure is made or if they have any safeguarding concerns about a pupil or their family, including contextual safeguarding concerns. Usual safeguarding procedures apply.

Development process of the SRE policy and engaging stakeholders.

In developing our policy and curriculum we have given due regard to the Government's statutory guidance for SRE issued under Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996. The views of children, parents, staff, and governors about SRE have been considered when developing and reviewing the policy and content of SRE.

The SRE policy at Southgate school, has been developed following consultation with the whole school community. The process of policy development involved the following steps:

- A lead member of staff reviewed the current provision.
- DfE guidance and information about SRE was shared with stakeholders (staff, parents, and governors). This was done through sharing new government guidance with parents via dojo, parent hub and the school website. Following this, a parent consultation questionnaire was sent out. (Parental engagement is informed by: DfE Parental engagement; DfE: Relationships education, relationships and sex education (RSE) and health education: FAQs; DfE: Relationships, sex and health education: guides for parents).
- Parental engagement outcomes were extremely positive. To conclude, parents felt SRE was an important part of the school curriculum and were happy their children were learning about a range of topics including relationships, online safety and growing up. The majority of parents felt confident and happy to further support SRE topics at home and felt school support was best provided either online or through information guides.
- Guidance/training was shared with Governors and a pupil survey was completed. Staff training has been set up to support teachers with the delivery of SRE through the Jigsaw programme of study.
- Knowledge of the local school context helped us to understand the needs and priorities of our school community.

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- Stakeholder engagement activities were completed so everyone could understand what matters to the children, young people, and adults in our school community.
 - A draft policy was shared with stakeholders for comments.
 - The final policy was ratified (adopted) by the Governing Board.
 - The policy was shared with parents on the school website.

We are committed to the ongoing development of SRE in our school. We will use the following indicators to monitor and evaluate our progress:

- A coordinated and consistent approach to curriculum delivery has been adopted
- The SRE curriculum is flexible and responsive to pupils' differing needs.
- Pupils are receiving an entitlement curriculum for SRE in line with national and local guidance.
- Opportunities for cross-curricular approaches are being used where appropriate
- Policy and practice is revised regularly and involves staff, governors and, where appropriate, pupils.
- Opportunities are provided for parents, carers and members of our community to consider the purpose and nature of our SRE.
- A variety of methods is employed to communicate the key points of the policy and curriculum to the community.

Roles and responsibilities for Relationships, Sex and Health Education.

a. The Governing Board

- Ensure the school meets its statutory requirements in relation to relationships and sex education.
- Approve the SRE policy.
- Hold the Headteacher to account for the implementation of the policy (checking the SRE curriculum is well-led and effectively managed).

b. The Headteacher

- The development and implementation of the SRE policy.

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- Agree the curriculum delivery model (where it will be taught, the time allocation and staffing).
 - Ensure SRE is resourced, staffed, and timetabled to enable the school to meet its legal obligations and offer high-quality provision to all pupils.
 - Enable staff to be suitably trained to teach relationships and sex education.
 - Encourage parents to engage with the formation of the policy and know about the final policy.
 - Support requests from parents to excuse their child from sex education (including organising alternative education for any pupils withdrawn).
 - Report to the Governing Board on the implementation and effectiveness of the policy.
 - Review the policy (on an annual basis).

c. Lead teacher for SRE

- Support the development and implementation of the SRE policy.
- Develop the school's SRE curriculum and delivery model.
- Ensure continuity and progression in embedded in the curriculum.
- Work with other teachers (including subjects leads) to ensure the SRE curriculum complements, but does not duplicate, any content in other subjects.
- Organise, provide and monitor CPD to enable teachers to develop their expertise so they feel confident and competent to teach SRE.
- Provide teachers with resources to support SRE delivery.
- Monitor and evaluate the effectiveness of SRE and support teaching staff if required.
- Report to the Headteacher/Governing Board regarding compliance with the statutory requirements and effectiveness of the SRE curriculum.

d. All teachers of SRE

- Know and act in accordance with the SRE policy.
- Reflect the law (including the Equality Act 2010) as it applies to sex and relationships.
- Consider how their personal views and/or beliefs might impact on their teaching of SRE.
- Monitor pupil progress in line with school policy.
- Report any concerns about SRE teaching to the lead teacher and/or senior leader.
- Report any safeguarding concerns or pupil disclosures to the DSL (in line with school safeguarding policy).

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- Respond professionally and appropriately to any parent who has withdrawn their child from sex education. Share any concerns they may have about teaching SRE with the lead teacher and/or Headteacher. Staff do not have the right to opt out of teaching SRE.

Appendix 1: Legislation and statutory guidance

At Southgate school, we are required to provide relationship education and health education to all pupils. We are also required to provide sex education to pupils of a secondary age (starting aged 11-12).

The policy has due regard to the following legislation and guidance:

- Section 80A of the Education Act 2002: as part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society*, whilst also preparing pupils *for the opportunities, responsibilities and experiences of later life...*
- Children and Social Work Act 2017.
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- Equality Act 2010 and the Public Sector Equality Duty 2011.
- The Equality Act 2010 and schools (DfE, 2014).
- Mental health and behaviour in school (DfE, 2018).
- Science programmes of study: Key Stages 1 and 2 (DfE, 2013).
- Science programmes of study: Key Stage 3 (DfE, 2013).
- Keeping children safe in education – for schools and colleges (DfE, 2020).
- Promoting fundamental British values through SMSC (DfE, 2014).

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Appendix 2: The SRE curriculum at Southgate school Programme of study (the content of SRE/PSHE)

- The DfE [Statutory guidance for Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) sets out what schools must cover in primary and secondary schools from September 2021.
- Southgate school has adopted the Jigsaw programme of study that fully meets the DfE requirements.
- It has six core themes: Being me in my world; Celebrating difference; Dreams and goals; Healthy me; Relationships; Changing me.
- This programme of study provides a comprehensive programme for each age range, that fully covers, but is not limited to the statutory requirements.

Southgate curriculum trees are on the school website. The SRE subject is demonstrated throughout the Identify & Wellbeing, SRE, Healthy Lifestyles and Computing & Online safety curriculum trees.

In addition, before the sex education section of the SRE curriculum is taught, a letter will be sent to parents summarising the content of the lessons. If parents wish to receive more information on the material being covered, they can contact the class teacher.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils or staff with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

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