

Sex, Relationships and Family Life Education (SRFLE) Policy

Adopted: June 2017

Next Review: June 2020

Committee: Inclusion

1. The scope of SRFLE

- Sex, Relationship and Family Life Education (SRFLE) is compulsory from age 11 onwards. It involves teaching children about reproduction, sexuality, sexual health, and relationships including within families. It does not promote early sexual activity or any particular sexual orientation. Some parts of SRFLE are compulsory, and are part of the national curriculum for science. Parents have the right to withdraw their children from all other parts of sex and relationship education if they want to (<https://www.gov.uk/national-curriculum/other-compulsory-subjects>)

2. The law on SRFLE

- There are a number of requirements that all schools must adhere to when providing SRFLE. There is no statutory requirement for SRFLE in independent schools. SRE plays an important part in fulfilling the statutory duties all schools have to meet. As section 2.1 of the National Curriculum framework (DfE, 2013) states:
 - ‘Every state-funded school must offer a curriculum which is balanced and broadly based and which:
 - Promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society
 - Prepares students at the school for the opportunities, responsibilities and experiences of later life’
- These duties are set out in the 2002 Education Act and the 2010 Academies Act. Whole school (Section 5) Ofsted inspections consider the extent to which a school provides such a curriculum.
- In the recent review of the National Curriculum, the government has made it clear that all state schools ‘should make provision for personal, social, health and economic education (PSHE), drawing on good practice’ (*National Curriculum in England*, DfE, 2013) and that ‘sex, relationship and family life education (SRFLE) is an important part of PSHE education’ (*Guidance – PSHE education*, DfE, 2013).

3. Confidentiality

- The classroom is never a confidential place to talk, and that remains true in SRFLE. Students must 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 or a working agreement.
- Any visitor to the classroom is bound by the school’s policy on confidentiality, regardless of whether they have – or their organisation has – a different policy. It is vital to make sure visitors are aware of this, and to make sure there are enough opportunities for students to access confidential support after the lesson if they need it.
- The school will ensure that staff understand that they cannot promise absolute confidentiality if approached by a student for help.
- Staff will work within the school's confidentiality policy and safeguarding procedures for recording and reporting disclosures and the nature of access to this information.

4. The JCoSS ethos and its impact on SRFLE

- The school's approach to SRFLE consists of:
 - The taught National Curriculum Science Programme of Study.
 - SRE modules within each Key Stage delivered within a planned PSHE programme.
 - Pastoral support for students who experience difficulties.
- Our approach to SRFLE will take account of:
 - Gender similarities and gender differences. Male and female students may be taught with only members of their own gender if deemed appropriate by the leadership of the school. We shall also be proactive in combating sexism and sexist bullying.
 - Sexual Orientation: Our approach to SRE will include sensitive, honest and balanced consideration of sexual orientation. We shall actively tackle homophobic bullying.

5. The Curriculum Outline

- This will be taught during Spring Term 1:
 - Year 7: Health, Sex and social relationships – the Healthy body.
 - Year 8: Health, sex, alcohol and tobacco – emotional relationships.
 - Year 9: Health, sex and relationships – making the right choices.
 - Year 10: Sex Education and Narcotic awareness.
- Further details of individual lessons can be found in the Kvutzah folder in the T drive.

6. Who is responsible for the various aspects of SRFLE?

- The main SRE programme will be delivered through PSHCE lessons. In addition, certain biological aspects are delivered through Science lessons and other aspects of SRFLE arise in Jewish Studies lessons.
- The SRFLE programme will be delivered as part of the school's approach to PSHCE by Form Tutors and external facilitators under the direction of the Head of Kvutzah – PSHCE in conjunction with the Director of Jewish Learning

7. Parental right of withdrawal

- Parents have a right to withdraw their children from SRFLE lessons, although not those elements included in the National Curriculum Orders for Science, or any other part of the National Curriculum. If a parent wishes to withdraw a child from SRFLE lessons, they must discuss it with Deputy Headteacher: Jewish Ethos.
- Even when a child has been withdrawn from SRFLE lessons, if the child should ask questions at other times, these questions will be answered sensitively by staff.

8. How success will be monitored and evaluated

- **Success** will be monitored and evaluated through:
 - Half-termly self-assessment
 - Approved line-management systems in place at JCoSS
 - Regular subject reviews.
 - Annual full Form Tutor reports.