

# SEX AND RELATIONSHIPS EDUCATION POLICY AND PROGRAMME CHECKLIST



Name of School: .....

Date: .....

Name of Co-ordinator: .....

Date Policy was written: ..... Review Date: .....

## The Policy:

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|-----|--|--------|
| 1.  | There is a named member of staff with overall responsibility for SRE   | [    ] |
|     | <i>Good practice - a governor also has designated responsibility for SRE</i>   | [    ] |
| 2.  | Is in line with DfES: 0116/2000 (Sex and Relationship Education Guidance)  | [    ] |
| 3.  | Shows aims and values  | [    ] |
| 4.  | Defines what sex and relationship education is   | [    ] |
| 5.  | Describes content – including discussion of attitudes and values, knowledge and Understanding and personal and social skills                 | [    ] |
|     | * Indicates when it is taught  | [    ] |
|     | * Indicates how pupil progress is assessed   | [    ] |
|     | * Describes how it is organised  | [    ] |
|     | * Indicates who will teach it  | [    ] |
|     | * Indicates resources available  | [    ] |
| 6.  | Describes teaching approaches  | [    ] |
| 7.  | Discusses confidentiality in line with safeguarding children’s guidelines (all schools) and school confidentiality policy (middle and upper) | [    ] |
| 8.  | Discusses consulting with parents, including during development of policy  | [    ] |
| 9.  | Discusses the right of parents to withdraw their children from SRE that is not part of National Curriculum Science                           | [    ] |
| 10. | INSET on SRE has taken place in the last two years for all staff involved in teaching it   | [    ] |
| 11. | The SRE programme is monitored and evaluated to inform future planning and Development of SRE within the school                              | [    ] |

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|-----|---|--------|
| 12. | Staff are aware of local teenage pregnancy and STI issues   | [    ] |
|     | <i>Good practice – appropriate staff are able to talk to individual pupils about Sex &amp; Relationships Education</i>                        | [    ] |
| 13. | School is aware of available support services   | [    ] |
|     | <i>Good practice – offer Girls/Guys &amp; Guardians evenings readily</i>  |        |
| 14. | Pupils are informed about local professional advice and support as part of the PSHE curriculum and individually as appropriate (secondary)    | [    ] |
|     | <i>Good practice – relevant, up to date leaflets available and easily accessible to students</i>  |        |
| 15. | School has policy/procedures to deal with teenage pregnancy issues  | [    ] |
| 16. | Local support agencies have been consulted regarding this policy (e.g. Teenage Pregnancy Unit, School Nursing Service, Sexual Health Service) | [    ] |

**The SRE programme:**

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|----|--|--------|
| 1. | Is a planned part of the school's PSHE and Citizenship programme and Science Curriculum (Curriculum 2000)                  | [    ] |
| 2. | Covers foundation (primary only) and all key stages  | [    ] |
| 3. | Is differentiated to meet pupils' age, ability, gender and maturity  | [    ] |
| 4. | Includes specific learning outcomes  | [    ] |
| 5. | Is in line with the Teenage Pregnancy Strategy objectives  | [    ] |
| 6. | Pupils learn about the emotional and physical changes of puberty before onset (primary)                                    | [    ] |
| 7. | Relationships Education and work around puberty is taught in primary school  | [    ] |
| 8. | Contraception is taught in secondary schools (secondary)   | [    ] |
| 9. | Pupils are advised where they can access confidential advice (secondary)   | [    ] |
|    | <i>Good practice – outside agencies are used to support the school's delivery rather than being the only input</i>         | [    ] |
|    | <i>Good practice – consultation with feeder primary/secondary schools so policies compliment each other as appropriate</i> | [    ] |

