



## Sex and Relationships Education Policy

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## 1. Introduction

Tanglin Trust School is a mixed, 3-18 school. Serving the expatriate community in Singapore, over 50 nationalities are represented in the student body. This policy has been written with regard to the School's mission and values. In particular, our core value of Respect; we aim for all members of our community to have respect for themselves and for others.

- 1.1. This policy is informed by the DfEE guidance document *Sex and Relationship Education Guidance* (ref DfEE 0116/2000) and supplementary guidance published by the PSHE Association, UK. In this document, Sex and Relationships Education (SRE) is defined as:

*“A lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health.”*

- 1.2. SRE is part of the Personal, Social, Health and Citizenship Education (PSHCE) or 'Lifeskills' curriculum. The overall aim of SRE is to provide students with sufficient knowledge, skills and understanding regarding sex and relationships to enable them to make sense of the changes they experience as they go through childhood, puberty and adolescence into adulthood. It should enable them to enter into successful relationships with the greatest degree of control over their sexual and reproductive health. The SRE Programme should equip students with the ability to make informed choices about their lives and relationships.
- 1.3. While we use SRE to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. SRE will, as far as possible, support the importance of marriage or stable relationships, for family life and bringing up children. Within this the school will ensure there is no discrimination of children based on their different home circumstances. We do not use SRE as a means of promoting any form of sexual orientation.
- 1.4. We aim to work closely with parents, carers and governors and to create an ethos that will ensure all students receive appropriate, accurate and honest answers to their questions about SRE. Tanglin's SRE programme is set within the context of Singapore law and is sensitive to the values of Singaporean society.

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## 2. Aims and Objectives

2.1. The school’s SRE programme aims to offer all students a planned programme of education in order to:

- Teach about human development, relationships and family life which are developmental and appropriate to the age and maturity of the student. This should provide students with the opportunity to explore the role, value and responsibilities of family life.
- Prepare students for the changes they will experience during puberty and provide information about the physical, social and emotional aspects of puberty before and during its onset. This will include the provision of appropriate vocabulary for all parts of the body, emphasise the importance of personal hygiene and encourage students to respect their own bodies and to accept variations in growth and development.
- Encourage students to develop a positive attitude towards their bodies and all bodily functions and help students to recognise that they have rights over their bodies. This will provide students with the opportunity to recognise peer social pressure and boost self-esteem.
- Explain the human biology of reproduction and how a baby is born.
- For older years, explain the different forms of contraception and how to maintain sexual health. This will include an understanding of how sexually transmitted infections are spread and how this can be prevented.
- Discuss the importance of respecting their bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship. This will also provide the opportunity to explore cultural differences in relation to SRE and examine values and attitudes relating to sexual health and activity.
- Discuss the importance of consent and what this means in a practical sense.
- Recognise, respect and accept the views of others and the differences between people.
- Offer advice regarding sexual abuse and what they should do if they are worried about any sexual matters. Sources of help for general sexual health and development will also be made available; students will be encouraged to develop the skills and confidence to use them.

2.2. The SRE Programme will help students to:

- develop skills in personal relationships, for example communication
- develop skills in decision-making and problem-solving
- develop an awareness of the need to respect other people’s lifestyles, including their sexual identity
- understand and respect the varied cultural and religious influences on individuals in society, especially when making choices about relationships

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- distinguish fact from fiction when discussing sexual health topics
- 2.3. The SRE Programme does not encourage early sexual experimentation. It teaches young people to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity. It builds up knowledge and skills which are particularly important today because of the many different and conflicting pressures on young people.

### 3. Context

- 3.1. SRE will be delivered within a framework that emphasises the core moral values and ethos of the school.
- 3.2. In particular, we teach sex and relationships education in the belief that:
- students should respect the rights and feelings of others
  - students should show tolerance and sensitivity towards people with different religious and cultural views and beliefs
  - students should be taught to have respect for their own bodies
  - students should learn about their responsibilities to others, and be aware of the consequences of sexual activity, including teenage pregnancy, sexually transmitted infections and sexual activity and the law (in Singapore and elsewhere)
  - students should learn the importance of building positive relationships with others, involving trust and respect
- 3.3. Furthermore, the school believes that it is important to:
- promote self-respect and responsibility for self
  - stress the paramount importance of mutual consent in sexual matters
  - teach SRE within the context of committed, long-term, loving relationships and stable family life (however, we will not stigmatise students on the basis of their family situation)
  - recognise that SRE is part of a wider social, personal, spiritual and moral education process
  - We will strive towards delivering sex education within our commitment to equal opportunities and to equal access.

### 4. External Guidance and Best Practice

4.1. We participate in the UK’s National Healthy School Standard Scheme, which promotes Health Education. As participants in this scheme we:

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- consult with parents on all matters of Health Education Policy
  - train all our teachers to teach SRE and answer SRE related questions sensitively and appropriately, depending on the age of the children they teach
  - listen to the views of the children in our school regarding SRE, look positively at any local initiatives that support us in providing the best SRE teaching programme that we can devise.
- 4.2. The SRE programme in the Infant and Junior schools includes material from the U.K. National Society for the Prevention of Cruelty to Children (NSPCC) ‘PANTS’ programme, which is aimed at teaching children about staying safe in the context of sexual child abuse.

## 5. Organisation

5.1. The SRE curriculum is coordinated by the Heads of PSHCE/Lifeskills in each school, who are responsible for:

- The planning and implementation of SRE throughout each school
- Supporting class teachers in the delivery of SRE
- Managing SRE teaching resources, including purchasing and keeping up to date with new resources
- Advising the school’s Leadership Teams of training and development opportunities
- Leading a partnership approach with school nurses and other outside agencies
- Monitoring and evaluating classroom practices

SRE will be taught as part of the PSHCE/Lifeskills curriculum and will be delivered by specialist teachers in the Senior School and appropriately trained class teachers in the Infant and Junior Schools, supported by the Head of PSHCE, the school nurses and the vertical representatives for PSHCE in their year group. It will be taught during PSHCE/Lifeskills lessons.

Single gender lessons will be used when appropriate, e.g. when children have gender specific questions to answer. At Tanglin, however, we believe that it is important that all children are aware of changes and issues surrounding both gender and therefore we aim to keep single-sex teaching to a minimum. All lessons in the Senior School will be for mixed gender groups.

Boys and girls will find out about the changes which happen to both genders. Children will be given the opportunity to ask questions about the content and Junior School children will be encouraged to discuss the sessions at home with parents.

5.2. The delivery of this programme will be flexible and it will be delivered through:

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- age appropriate videos
- games and cartoons
- discussions
- question and answer sessions
- class discussions or circle time
- visits from the school nurse
- single or mixed sex groupings
- classroom or more informal settings may be used

5.3. All staff at Tanglin understands that the subject of SRE can be challenging but believe our students have a right to be provided with suitable, accurate information, matched to their age, physical and emotional development.

## 6. Outline of Content an Approach in Each School

### 6.1 Infant School:

‘PANTS’ or the Underwear Rule in the Infant School as a simple way to help keep children safe from abuse. It teaches children that their body belongs to them, they have the right to say no, and that they should tell an adult if they are upset or worried.

As PANTS is an acronym (introduced by the NSPCC in the UK) each letter covers a different part of the Underwear Rule and provides a simple but valuable lesson that can keep a child safe:

**P:** Privates are Private

**A:** Always remember your body belongs to you

**N:** No means No

**T:** Talk about secrets that upset you

**S:** Speak up, someone can help

The Underwear Rule will be taught as part of ‘Health & Self Care’ in the Early Years and the core theme of ‘Health & Wellbeing’ in KS1. As children develop their understanding of how to keep themselves safe, e.g. around the school, on the road, when using technology etc. this is where the teaching of the Underwear Rule would be included and this also links naturally when talking about the differences between ‘secrets’ and ‘surprises’.

Key messages should be raised through simple conversations, e.g. whilst getting changed for swimming, or through the use of an activity based approach - circle time, or listening to a story, e.g.

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Aliens love Underpants. Either way it should not be a one off activity or conversation but a message which is woven in, little and often and appropriate to the age of the children.

If a child talks about their body parts then the teacher should use the correct anatomical name if discussed. Teachers may also use the generic term ‘private parts’, especially in EYFS, as this reinforces the ‘PANTS’ message.

## 6.2 Junior School:

Specific SRE topics covered in each Yeargroup in the Junior School include:

- **Year 3 and 4:**
  - The importance of hygiene and keeping clean
  - Respecting personal space
  - Appropriate touch
  - PANTS (building on the Infant School approach – see 6.1 above)
  
- **Year 5:**
  - The importance of hygiene and keeping clean
  - Respecting personal space
  - Appropriate touch
  - Know where a baby grows
  - Talk about the differences between boys and girls
  - Discuss changes which children have already experienced in life e.g. learning to walk
  - Puberty
  - Menstruation
  - Wet dreams
  - Spontaneous erections
  - Acne
  - Hormones and related emotions
  - Body changes through puberty into adulthood, including body hair, boys’ voices’ breaking and changes in reproductive organs
  - The importance of chatting to parents about all of these changes
  
- **Year 6:**
  - The importance of hygiene and keeping clean
  - Respecting personal space
  - Appropriate touch
  - Puberty
  - Menstruation
  - Wet dreams

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- Spontaneous erections
- Acne
- Hormones and related emotions
- Body changes as you grow through puberty into adulthood, including body hair, boys’ voices’ breaking and changes in reproductive organs
- Intercourse in relation to reproduction
- Conception
- The importance of chatting to parents about all of these changes.

### 6.3 Senior School:

In the Senior School, the following topics are taught within the Lifeskills lessons by specialist members of staff, with input from the nursing team.

Lessons addressing the consequences of sexual activity and the concept of consent will include reference to the current legal provisions in Singapore concerning sex with a minor and homosexuality.

- **Key Stage 3**

By the end of Key Stage 3, we ensure that all students know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children (as stated earlier in this policy).

- **Year 7:**

- Families and relationships
- Love and physical affection
- Appropriate language
- Changes at puberty
- Menstruation
- Masturbation is not covered explicitly, but this material is often dealt with during secrecy box lesson
- Awareness personal safety
- Personal Hygiene
- Emotional Wellbeing

- **Year 8 and 9:**

- Sexual relationships
- Sexual reproduction
- Families and lifestyles
- Personal Hygiene

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- Appropriate language
- Contraception and abstinence
- Sexual health including STIs and HIV/AIDs
- Personal decisions
- Self-image and body awareness
- Pornography and its negative influence on our ideas about sex and relationships

- **Key Stages 4 and 5**

By the end of Key Stage 4 and 5, we ensure that all students know about how STIs are transmitted and how to protect against them; what forms of contraception there are available and how they are used; teen pregnancy and the impact of this on a teenager’s life; how to recognise pressure and strategies to cope; developing relationships and emotional health. What consent is and how important it is that all parties involved actively consent to any activities. We always teach this with due regard for the emotional development of the children (as stated earlier in this policy).

- **Year 10:**

- Relationships – what ‘good’ and ‘bad’ relationships may look and feel like; leading to discussion of the importance of being loving and caring, and showing tolerance, restraint and respect for each other.
- Local Services
- Sexual lifestyles

- **Year 11:**

- Adult relationships
- Teenage independence
- Emotional health and wellbeing
- Abortion and teenage pregnancy
- In the context of relationships: STI’s, HIV and AIDS; safer sex

- **Year 12 and 13:**

- Staying healthy at University
- Contraception and sexual health talks with the Nursing Team
- The importance of consent in a university context
- The concept of risky behaviour and how this may lead to unwise decisions
- LGBTQ+ issues

#### 6.4 Sex Education which forms part of National Curriculum (Science) in the Senior School:

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Relevant parts of the Science National Curriculum programme of study are detailed below. These topics may be taught in Science or in other parts of the curriculum.

- **Key Stage 3 (11-14)**

Students should be taught about:

- 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.
- heredity as the process by which genetic information is transmitted from one generation to the next
- a simple model of chromosomes, genes and DNA in heredity, including the part played by Watson, Crick, Wilkins and Franklin in the development of the DNA model
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- **Key Stage 4 (14-16)**

Students should be taught about:

- communicable diseases including sexually transmitted infections in humans (including HIV/AIDs)
- single gene inheritance and single gene crosses with dominant and recessive phenotypes
- sex determination in humans
- genetic variation in populations of a species
- the uses of modern biotechnology including gene technology; some of the practical and ethical considerations of modern biotechnology

## 7. Delivery of the SRE Programme of Study

### 7.1. Methodology and Approach – Good Practice:

Teachers are encouraged to focus on the need for students to develop skills and clarify values, as much as they ensure that the relevant content is delivered.

To this end, group work, role play, case studies, discussion and reporting back along with other forms of participatory learning are strongly encouraged. The use of videos, leaflets and demonstrations of sanitary protection and methods of contraception are essential elements of teaching SRE.

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For any good SRE lesson, ground rules must be fully established, the lesson objective shared with students and for learning to be differentiated where needed.

The School believes that being unambiguous and open about sex and sexual matters is necessary for effective SRE. However, teachers will ensure that appropriate language is used.

**7.2. Training:**

The School recognises that, in order to properly implement and maintain this policy, there is a requirement to ensure that key staff have the opportunity to access appropriate and relevant training and development opportunities.

**7.3. Ground Rules:**

At the start of the SRE programme, clear ground rules will be set out and then regularly reinforced.

The following rules might be included following discussion with the class:

- no personal comments about others
- no personal questions
- listen respectfully to what others have to say
- no one has to say anything if they don't want to
- treat others' questions and comments with respect
- use appropriate language

**7.4. Procedures for reviewing effectiveness of programme:**

Evaluation of the programme will be made by assessing the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained. Pupil evaluation will be monitored in line with other monitoring arrangements for the PSHCE/Lifeskills programmes.

## **8. Content Concerns, Student Disclosures and Confidentiality**

**8.1. Concerns regarding the content of the programme:**

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Parents and students will be informed about the start of the SRE programme of study via assemblies, communications home and the TTS Portal. Enough time will be given to allow parents to speak with the teacher in charge of the SRE programme about any concerns they may have regarding the content to be covered.

The PSHCE/Lifeskills curriculum, including SRE, is an essential part of the Tanglin curriculum and it is expected that all students will take part.

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### 8.2. Personal disclosure, confidentiality and child sexual abuse procedure:

For more information regarding these specific areas, please refer to the School's Confidentiality and Child Protection Policies.

### 8.3. Children's questions, including SRE related disclosure and confidentiality:

Sometimes a student will, in the classroom forum, ask an explicit question on a topic which may lead into sensitive, difficult or controversial areas. It is Tanglin's policy that staff should answer every question asked by students with regard to SRE where possible.

In order to do so, staff will be trained to answer questions in a sensitive and age appropriate manner prior to the delivery of SRE sessions to children. The school expects the teachers to use their professional skills and discretion and always to keep in mind the age and maturity of the child as well as the aims, values and procedures set out in this policy document.

*If a teacher is concerned or in doubt about a possible disclosure, they will immediately speak to the member of staff responsible for child protection, in line with the Child Protection Policy.*

In some cases a question/comment may indicate the child to be at risk or in danger, in which case appropriate action will be taken in accordance with the school's written policies and procedures for Confidentiality and Child Protection. This also means that if the child puts a private question to a teacher or other member of staff and requests secrecy, NO promise of secrecy or confidentiality will be given, but the child reassured that any steps taken will always be in the child's best interest. Any child in such circumstances would be stopped from proceeding and told clearly that secrecy or confidentiality could NOT be given.

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## 9. Specific Issues Statements

### 9.1. Equal Opportunities and Inclusion:

- The School has a fundamental commitment to equal opportunities. Its commitment to anti-racism and anti-sexism has been stated in the Anti-Bullying Policy. The School also sees its commitment to education across all the ability ranges as being central to its promotion and practice of equal opportunities. Students with special educational needs and disabilities share a right to relevant and appropriate SRE.
  
- Lesbian, Gay, Bisexual, Transgender, Queer and Questioning (LGBTQ+).  
The School expects that teachers will want to counteract prejudice and victimisation and will support the development of self-esteem and a sense of responsibility in every student. Whatever an individual teacher’s feelings may be, the school has a general duty to ensure that every student, including those who may be or become lesbian, gay, bisexual, transgender or queer, has their emotional and pastoral needs met. Assemblies will be used to tackle attitudes to homosexual lifestyles.

### 9.2. Contraception:

- Information about methods of contraception is covered in the Senior School Lifeskills programme (see section 6.3 above).
- Lifeskills teachers will not offer individual advice to students and any disclosures will be treated in accordance with our Confidentiality and Child Protection Policies, as in paragraph 8.3 above.

### 9.3. Handling sensitive issues:

- HIV/AIDS and other Sexually Transmitted Infections (STIs)

The School believes that teachers can do much to counteract the myths and misinformation which many young people have about this subject. In teaching about STIs the school aims to ensure that all young people will know and understand the modes of transmission, basic hygiene and how to lessen the risks of transmission.

- Abortion

Teachers will teach about abortion/termination in the knowledge that some students and parents may be opposed to it. The legal rights of women in respect of abortion, in Singapore and other countries, will be stressed and the issue will be placed in the context of the moral and emotional dilemmas that women may experience. Teachers

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will emphasise that abortion is not an alternative to contraception.

- Sexual Abuse

As part of the teaching programme, teachers will make explicit reference to students' rights and the possibility that they may encounter people – including people in their family – who may abuse those rights. Students will be encouraged to develop an awareness of this issue so that they can recognise danger signs and feel more confident in disclosing any concerns. Teachers will follow the School's child protection policy in the case of any disclosure.

9.4. Answering students' questions:

When establishing ground rules for SRE lessons, teachers will address the issues of children's questions. It is vital that children are encouraged to consider the subject matter carefully and ask sensible and relevant questions.

In general, the School believes that young people's questions should be answered. In doing this, it is important that teachers clarify the question that is being asked. If the question is deemed to be beyond the general experience or maturity of the class, the teacher may say that it is inappropriate to answer the question in class, but will do so after class, if the young person so wishes.

## 10. Working with Parents

10.1. The School is well aware of the primary role played by parents and carer's in children's SRE, particularly with regard to:

- Teaching their children about sex and relationships
- Maintaining the culture and ethos of the family
- Helping their children cope with the emotional and physical aspects of growing up
- Preparing them for the challenges and responsibilities that sexual maturity brings

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We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- answer any questions that parents may have about the SRE of their child
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for SRE in the school
- inform parents of the SRE programme and when it is due to be delivered to allow for support at home

10.2. Information to support parents of young children in talking to them about ‘the underwear rule’ and staying safe is available on the Parent Portal in the ‘Health and Wellbeing’ section. In the Junior School, videos and other resources are made available to parents during an SRE parents’ information session, alongside an opportunity to discuss aspects of the programme with the Head of PSHCE and Assistant Head of the Junior School. We welcome parental feedback after SRE lessons.

10.3. The school believes that it is important that parents are informed and consulted about the policy-making process. The school intends to consult parents through the regular Parent Voice meetings.

10.4. The SRE programme is sensitive to all religious and cultural beliefs. It recognises that not all members of a particular religious or cultural group necessarily hold the same beliefs about sex and SRE.

## 11. The Role of other Members of the Community

11.1. We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education.

11.2. Procedures for the involvement of Health Professionals and other visitors:

The School intends that visitors are used to supplement and not to replace a planned programme of SRE. All visitors will be given a copy of this policy prior to their visit and will be made aware of the ethos of the school, and the methods used to deliver the SRE programme.

In general, the School believes that it is appropriate for teachers to accompany visitors in

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the classroom. It is the duty of the teacher, and not the visitor, to maintain discipline in the classroom.

The School is aware that many outside agencies and resources are available to it. Health professionals, including the school nurse, are able to speak to young people in confidence.

The School recognises that students can benefit from the contribution of those who are able to describe their personal experiences, e.g. a young mother or a person living with HIV/AIDS

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## 12. The Roles of SRE Stakeholders

<b>Role of the Governing Body</b>	The Governing Body have a duty to: approve a policy outlining the rationale and organisation of the Sex and Relationships Education (SRE) programme;
<b>Role of the Leadership Team</b>	The Leadership Team, led by the CEO, have a duty to: inform parents of the policy; monitor and review the policy;
<b>Role of the Headteacher</b>	The Headteacher in each school is responsible for: implementation of the policy; ensuring that staff and parents are fully aware of this policy; organising effective training for the teaching staff so that they can handle any difficult issues with sensitivity liaising with external agencies regarding the SRE programme, and ensuring that all adults who work with students on these issues are aware of the policy, and that they work within this framework reporting to governors, when requested, on the effectiveness of the policy.
<b>Role of School Personnel</b>	School Personnel will: comply with all aspects of this policy; use a variety of teaching methods and resources to deliver the SRE programme
<b>Role of Students</b>	Students will: be encouraged to ask questions in order to further develop their knowledge, skills and attitudes be asked for feedback after the sessions
<b>Role of Parents</b>	Parents will: be made aware of Tanglin’s SRE policy; be encouraged to ask any pertinent questions regarding their child’s sex and relationships education at the school; be given an outline of the programme and an opportunity to view the materials being used and discuss this with the relevant Head of PSHCE/Lifeskills
<b>Role of the Health Centre</b>	The school nurse provides advice and support with our SRE programme.

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## 13. Monitoring and Review

- 13.1. The Education Sub-Committee (ESC) of the Governing Body must approve any changes to the SRE policy. The Leadership Team will ensure that the SRE Policy is reviewed on a regular basis (at least every 2 years) and that findings and recommendations are reported to the ESC, as necessary, if the policy needs modification.
- 13.2. The Leadership Team gives serious consideration to any comments from parents about the SRE programme and makes a record of all such comments.
- 13.3. Governors require the Headteachers to keep a written record, giving details of the content and delivery of the SRE programme that we teach in our school.
- 13.4. Dissemination of the Policy: The full policy will be disseminated to all Tanglin parents and staff through the TTS Website.

### References:

Brook, PSHE Association and Sex Education Forum, 2014. Sex and Relationships Education (SRE) for the 21<sup>st</sup> Century. *PSHE Association* [online] <https://www.pshe-association.org.uk/system/files/SRE%20for%20the%2021st%20Century%20-%20FINAL.pdf.pdf> [accessed 1 Oct 2018]

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