

<b>Title of paper:</b>	Update on SRE Charter		
<b>Report to:</b>	Children's Partnership Board		
<b>Date:</b>	13 <sup>th</sup> July 2016		
<b>Relevant Director:</b>	Alison Michalska, Corporate Director for Children and Adults	<b>Wards affected:</b> All	
<b>Contact Officer(s) and contact details:</b>	Catherine Kirk, SRE Consultant Catherine.kirk@nottinghamcity.gov.uk		
<b>Other officers who have provided input:</b>	Alistair Conquer, Head of Education Partnerships Martin Smith, Sports, Outdoor Learning, Adventure and Safety Management Services Manager		
<b>Relevant Children and Young People's Plan (CYPP) priority:</b>			
<b>Safeguarding and supporting children and families:</b> Children, young people and families will benefit from early and effective support and protection to empower them to overcome difficulties and provide a safe environment in which to thrive.			<input checked="" type="checkbox"/>
<b>Promoting the health and wellbeing of babies, children and young people:</b> From pregnancy and throughout life, babies, children, young people and families will be healthier, more emotionally resilient and better able to make informed decisions about their health and wellbeing.			<input checked="" type="checkbox"/>
<b>Supporting achievement and academic attainment:</b> All children and young people will leave school with the best skills and qualifications they can achieve and will be ready for independence, work or further learning.			<input type="checkbox"/>
<b>Empowering families to be strong and achieve economic wellbeing:</b> More families will be empowered and able to deal with family issues and child poverty will be significantly reduced.			<input type="checkbox"/>
<b>Summary of issues (including benefits to customers/service users):</b>			
<p>This report:</p> <ul style="list-style-type: none"> <li>Provides an up-date on the number of schools that have signed up to the Nottingham City SRE Charter</li> <li>Outlines future plans to ensure that all schools in the City make a commitment to quality SRE</li> </ul>			
<b>Recommendations:</b>			
<b>1</b>	For the board to continue to support the SRE Charter as a vehicle for schools to pledge their commitment to effective SRE.		
<b>2</b>	For the board to continue to support the work of the SRE Consultant.		
<b>3</b>	For the board to endorse the plan for the progressive sign-up of schools to the SRE Charter.		

# **1 BACKGROUND AND PROPOSALS**

- 1.1 Sex and Relationships Education is lifelong-learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. A comprehensive SRE programme through primary and secondary school gives children and young people the skills for building positive and healthy relationships and staying safe, as well as factual information about the body, reproduction, sex and sexual health and online safety. Effective SRE is inclusive of all children and young people, reflecting different families and relationships, exploring faith and cultural perspectives and meeting the needs of more vulnerable children such as those with disabilities or from abroad.

The provision of SRE in Nottingham City schools reflects the national context outlined in the Ofsted report 'Not Yet Good Enough.' We have schools that are providing excellent SRE to all pupils and others where provision needs further development. Nottingham City Council launched the Sex and Relationships Education (SRE) Charter on 12 January 2016 to encourage schools to make a public commitment to effective SRE provision.

The Charter is a set of principles for effective SRE and states that it is a key element of a school's work to safeguard children and young people. Effective SRE in schools supports broader local authority priorities around for example, teenage pregnancy and child sexual exploitation. To ensure all children and young people in the City receive their entitlement to SRE the City Council offers support for schools to develop their provision in line with the principles of the Charter through a dedicated SRE Consultant.

The Charter has three levels of engagement. The first step is for a school to show commitment by signing the Charter and sending a copy of this agreement to the SRE Consultant. The school is then sent an online audit to complete, along with guidance notes. In level 2 they create an action plan to address any areas of development highlighted by the audit. Support will be available at level 2 through the SRE Consultant and other relevant colleagues. Once everything is in place the school moves to level 3 which is about maintaining provision through evaluation, assessment and monitoring and sharing their good practice with others.

By signing the Charter a school is committing to an ongoing process of development and review; the Charter is not an award. This commitment is important as, similar to other subjects, SRE should be regularly assessed, monitored, and adapted to meet the evolving needs of the pupils.

The launch of the Charter in January 2016 was accompanied by a letter from Cllr Webster to all Headteachers asking them to sign up. The Charter has also been advertised via SCENE, the e-newsletter for schools, and through various training and networking events hosted by the PSHE Advisory Service. Another letter to schools regarding the Charter was sent in May.

- 1.2 Since the launch in January there has been a positive response to the SRE Charter. The number of schools that have signed the Charter to show their commitment to effective SRE is shown below:

Type of school	Number	% of total
Primary	31	39%
Secondary	8	42%
Special/Learning Centre	3	37%
<b>Total</b>	<b>42</b>	<b>40%</b>

Of these schools two have so far assessed themselves as being at level 3 status, that is 'providing effective SRE'. The majority of schools are currently at level 2, working towards effective SRE' with support. It is important to consider the timelines involved in improving SRE when looking at these figures. For an average primary school the process of development will take two terms, with delivery in the third term, so a school starting in September will usually not deliver their SRE programme until the summer term.

These figures represent only schools that have signed the Charter, there may be schools that are providing effective SRE that are yet to sign up.

The feedback from schools that have signed the Charter and started their journey to effective SRE is positive. The curriculum leader of our first level 3 school said 'As a school which places very high importance on Personal, Social, Health and Economic Education (PSHEE); providing relevant and rigorous sex and relationship learning was of up-most importance. Thanks to the support of the PSHE Advisory Service, we were able to train our staff in order for them to feel confident and competent teaching SRE - supported by quality, age appropriate resources. Following successful implementation, we moved on to using the SRE charter framework to evaluate where our practice stands at current, and where to take it in the future.'

- 1.3 It is projected that by the end of March 2016 85 schools will have signed the Charter which represents 82% of all schools in the City. Of these it is envisaged that 43 (50%) will have assessed themselves of being at level 3, that is 'providing effective SRE', with the remaining schools working towards this. Schools will be recruited via the on-going work of the SRE Consultant and the PSHE Advisory Team alongside publicity around the benefits of signing the Charter.

As the number of schools signing the Charter grows the SRE Consultant will be identifying good practice and sharing this with the network of signed-up schools. This has already begun to happen with one of our level 3 schools working with a school that has just signed the Charter. The SRE Consultant is hoping to hold a good practice sharing event for schools in the Spring term 2017.

The SRE Consultant has met with the Primary Advisor from the Diocese to explore how we can further support catholic faith schools with SRE. Initial discussions centred on developing guidance and making available suitable resources to fit the faith context. It is hoped that these will be disseminated to schools in 2017 alongside training.

The Sex Education Forum is using our work in Nottingham as a case study in a national good practice guide entitled 'Relationships and sex education – a briefing for councillors'. The case study focuses on the positive engagement of elected members in promoting effective SRE and will be published in the Autumn Term. The SRE Consultant is working with colleagues in communications to highlight this national recognition with local press, provide an update on take-up of the SRE Charter and encourage other schools to sign-up.

## **2 RISKS**

2.1 None

## **3 FINANCIAL IMPLICATIONS**

3.1 None

## **4 LEGAL IMPLICATIONS**

4.1 None

## **5 CLIENT GROUP**

5.1 Children and Young People

## **6 IMPACT ON EQUALITIES ISSUES**

6.1 Through the SRE Charter audit process schools are encouraged to address the needs of their school community ensuring that the SRE they provide is inclusive of all pupils and their families. The Charter states that SRE provision should be delivered in partnership with parents/carers.

## **7 OUTCOMES AND PRIORITIES AFFECTED**

7.1

- Safeguarding and supporting children and families
- Promoting the health and wellbeing of babies, children and young people