

Produced By:	AHT (EW)
Last amended	March 2019
Approved by Management Com.	March 2019
Date for Review:	March 2022



SEX AND RELATIONSHIPS EDUCATION POLICY

Contents

1. Aims.....	2
2. Statutory requirements.....	2
3. Policy development.....	2
4. Definition.....	2
5. Delivery of SRE.....	3
6. Roles and responsibilities	3
7. Parents’ right to withdraw	4
8. Training.....	4
9. Monitoring arrangements	4

1. Aims

The aims of sex and relationship education (SRE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

The Key Education Centre's values of Respect, Resilience and Aspiration contribute to the teaching of this.

2. Statutory requirements

Under [section 3.6 of the National Curriculum](#), SRE is compulsory from year 7 onwards.

Secondary schools must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – The strategic lead for PSHE researched all relevant information including national and local guidance.
2. Staff – the guidance for SRE was shared with staff and the policy made available to them.
3. Parent/stakeholder consultation – parents were contacted via letter to inform them of the centre's statutory requirements to offer Sex and Relationship Education and inform them of their right to withdraw.
4. Pupil consultation – through our pupil council, we investigated what exactly pupils want from their SRE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

SRE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

SRE involves a combination of sharing information, and exploring issues and values.

SRE is not about the promotion of sexual activity.

5. Delivery of SRE

SRE is taught within the personal, social, health and economic (PSHE) education curriculum which is overseen by Mrs L. Sherwood, Head of Core Curriculum who is the

strategic lead for PSHE and delivered by the tutor teams. Biological aspects of SRE are taught within the science curriculum.

Pupils may also receive stand-alone sex education sessions delivered by a trained health professional.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

6. Roles and responsibilities

6.1 The Management Committee

The management committee will hold the headteacher to account for the implementation of this policy.

6.2 The Headteacher

The headteacher is responsible for ensuring that SRE is taught consistently across the school, and for managing requests to withdraw pupils from components of SRE (see section 7).

6.3 Staff

Staff are responsible for:

- Delivering SRE in a sensitive way
- Modelling positive attitudes to SRE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the components of SRE

Staff do not have the right to opt out of teaching SRE. Staff who have concerns about teaching SRE are encouraged to discuss this with the headteacher.

Dealing with sensitive issues

Teachers at The Key Education need to be sure that they are aware of issues that may arise out of teaching and learning about SRE. The following are protocols for discussion based lessons with pupils:

- no one (teacher or pupil) will have to answer a personal question;
- no one will be forced to take part in a discussion;
- only the correct names for body parts will be used;

- meanings of words will be explained in a sensible and factual way; and
- teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent.

Where a member of staff is concerned that a child protection issue is arising, it is his/her responsibility to adhere to the centre's safeguarding policy.

6.4 Pupils

Pupils are expected to engage fully in SRE and, when discussing issues related to SRE, treat others with respect and sensitivity.

7. Parents' right to withdraw

Parents' have the right to withdraw their children from the components of SRE.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record and tutor informed. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from SRE.

8. Training

All tutors are trained in the delivery of SRE and it is included in our continuing professional development programme.

The PSHE strategic lead may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching SRE.

9. Monitoring arrangements

The delivery of SRE is monitored by members of the Senior Leadership Team through:

- Learning walks
- Audits of schemes of work
- Pupil voice
- Parent surveys

Teachers will share good practice and be sensitive to the needs of pupils at different development stages. Pupils' development in SRE is monitored by tutors and any safeguarding concerns shared with the Designated Safeguarding Lead.

This policy will be reviewed annually by Lorraine Sherwood – Head of Core Curriculum and Emma Wood – Assistant Headteacher.

At every review, the policy will be approved by the Headteacher and the management committee.