

“Treat everyone you meet with dignity. Love your spiritual family. Revere (worship) God. This is the kind of life you’ve been invited into, the kin of life Christ lived. He never did one thing wrong, Not once said anything amiss.”

1 Peter Chapter 2: Verse 17-23



Sexual Relationships Education (SRE) Policy

Author: Vice Principal (PDBW)

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November 2017

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November 2020

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Introduction

Our Academy vision is “Living Well Together in Dignity, Faith and Hope”. We aspire to take dignified decisions and afford dignity to all members of our community, regardless of background or circumstance. Our position as a Voluntary Aided Church Academy means that the Christian faith has a central role in all of our actions and decisions. We strive for excellence in all that we do, enabling our student to transform their lives and to hope for happy and successful futures.

This policy outlines our commitment to supporting the welfare of all students by ensuring that we deliver a programme of sex and relationships education (SRE). The personal and social development of students is a fundamental aim of education. SRE is the planned learning which the Academy provides in order to support and enhance the personal and social development of students as they move through the Academy, believing that clear and effective education in this area will provide them with dignity and hope as they move forward into adulthood.

Aims

The aims of sex and relationship education (SRE) at All Saints Academy are to:

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

Statutory requirements

At All Saints Academy, we deliver SRE in line with [section 3.6 of the National Curriculum](#). SRE is compulsory in maintained secondary schools from year 7 onwards and our curriculum is in line with this expectation. In delivering our SRE provision, we have regard to the [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

Definition

SRE is about the emotional, social and cultural development of students, 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.**

Delivery of SRE

SRE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of SRE are taught within the science curriculum, and other aspects are included in religious studies (RS). Students also receive stand-alone sex education sessions delivered by a trained health professional.

Across all Key Stages, students 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

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- 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.

Curriculum Content

The following content is delivered through tutor time, the science curriculum, assemblies and collective worship, focus work involving external visitors and agencies and within the broader PSHCE curriculum:-

- Physical and emotional changes at puberty
- Looking after your body – keeping healthy during puberty
- Respect and responsibility
- Relationships – including marriage and parenthood
- Assessing risk
- Resisting pressure
- Prejudice and discrimination linked to sexual identity and orientation
- Body image and feeling good
- Influence of the media
- Accessing help and advice
- Influence of the media
- Sex and the Law
- STIs, including HIV, and high-risk behaviours
- The links between sexual behaviour and alcohol
- Conception and contraception

Roles and responsibilities

The governing body

The governing body has delegated the approval of this policy to the Personal Development, Behaviour and Welfare Committee.

The Principal

The Principal is responsible for ensuring that SRE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of SRE.

Staff

Staff are responsible for:

- Delivering SRE in a sensitive way
- Modelling positive attitudes to SRE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/non-science 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 Principal or Vice Principal, PDBW.

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Students

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

Parents’ right to withdraw

Parents’ have the right to withdraw their children from the non-statutory/non-science components of SRE. Requests for withdrawal should be put in writing and addressed to the Principal. A copy of withdrawal requests will be placed in the pupil’s educational record. The Principal will discuss the request with parents and take appropriate action. Alternative work will be given to students who are withdrawn from SRE.

Training

Staff are trained on the delivery of SRE as part of their induction and it is included in our continuing professional development calendar. Visitors from outside the school, such as school nurses or sexual health professionals, will also be invited to provide support and training to staff teaching SRE.

Monitoring arrangements

The delivery of SRE is monitored by Elaine Boyd, Vice Principal (PDBW) through planning scrutinies, learning walks and monitoring of tutor time delivery. Students’ development in SRE is monitored by class teachers as part of our internal assessment systems. The Governing Body has delegated to the Principal the responsibility for reviewing the implementation and effectiveness of this policy. The Governing Body will approve all major changes to this policy. The policy will be promoted and published throughout the Academy.

Related Academy Policies:

- Anti-bullying Policy
- Behaviour Management Policy
- Collective Worship Policy
- Equality Policy
- Health and Safety Policy
- Safeguarding (including Child Protection)
- Race Equality Policy
- Anti-Radicalisation Policy