



Learn@
MULTI ACADEMY TRUST



Sex and Relationships Policy

Knowle DGE Academy **Sex and relationships Policy**

“All equal, all different, all achieving together”

Rationale

The aims of Sex and Relationship Education (SRE) at our academy are:

- 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.

SRE is not compulsory in primary schools. Academies do not have to follow the National Curriculum and are therefore not required to teach the elements of sex education in the science curriculum.

If primary academies do teach SRE, they are required by their funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At **Knowle DGE** we teach SRE as set out in this policy.

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.

Academy Vision

- At Knowle DGE we believe in Belief, Respect, Responsibility
- We are all equal, all different and all achieving together.

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 – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their SRE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Principles

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure PSHE is delivered as an intrinsic, stand-alone lesson, taught weekly through our WoW (Ways of Wellbeing) curriculum using the jigsaw framework.
- We provide an environment that offers opportunities for confidential support.

Provision

- Weekly PSHE lessons.
- Small class sizes.
- Drop in sexual health advice.
- Specialist Science teachers.

Delivery of SRE

SRE is taught within the personal, social, health and economic (PSHE) education curriculum through WoW. Biological aspects of SRE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils will be supported with developing the following skills:

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

When additional support is identified as required, additional sessions can be implemented by trained support staff.

Roles and responsibilities

The Academy Council

The Academy Council will approve the SRE policy, and hold the Head Teacher to account for its implementation.

The Head Teacher

The Head Teacher is responsible for ensuring that SRE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of SRE

SRE Lead

The PSHE Lead Teacher and Mental Health Lead will work with staff to ensure they are following the planned PSHE and WoW curriculum through staff training, learning walks and monitoring of progress.

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 [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 Head Teacher.

Pupils

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

Parent/Carer right to withdraw

Parents and Carers 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 staff. A copy of withdrawal requests will be placed in the pupil's educational record. Staff will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from SRE.

Training

Knowle DGE will provide staff that have undertaken PSHE specific training.

Knowle DGE Academy will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching SRE.

Monitoring

It will be the responsibility of delegated members of staff, to monitor the delivery of SRE and academic progress for the Academy Councillors, parents and other external agencies.

Appeal

Any appeals against this policy will be through the Academy complaints procedure.

Policy Written by: Jenny Bradbury Jonathon Middleditch

Date: December 2018

To be reviewed: December 2019