



Queen's Croft High School

Sex and Relationships Education Policy

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SRE Policy

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.

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 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
- Be able to recognise situations that may not be safe and know how to access help
- Equip our students now and for adulthood where they will have the skills, tools and understanding to keep themselves healthy and safe
- Help students to learn the ways their bodies change through puberty and adolescence and how to manage their intimate behaviour in a respectful and kind manner
- Provide students with a range of strategies to use in assessing risk and managing their own relationships and sexual development
- Create understanding about the meaning of consent, privacy, boundaries, intimacy and exposure
- Teach students about the opportunities and dangers of relationships within a family, social circle and made online
- Encourage students to use social media, mobile, electronic devices, apps and networks in a safe and sustainable way
- Support students to understand the meaning of relationships and respect the different relationships they may encounter
- Develop in our students an ethos of inclusivity through their understanding of equality and respect. We will ensure that teaching complies with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are protected characteristics

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.

The policy takes full account of the school's legal obligations and the latest Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (2019). It states,

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society."

At Queen's Croft High School, we believe this is essential for our students to make responsible and well-informed decisions for their own well-being and to stay safe.

Content and Delivery

At Queen's Croft High School, SRE will be delivered throughout the year, timetabled as a specific lesson or as part of the Science, PSHE and Citizenship curriculum.

All aspects covered in the science curriculum are statutory.

Content will be delivered through planned lessons and can be delivered by teaching staff and / or outside agencies that the school deems suitable and appropriate. Should an outside agency be delivering a session, teaching staff will be present throughout the session, due to the relationship they have with the students and the extensive knowledge to support them.

Personal beliefs of the individual will not influence their teaching of SRE.

All teaching staff will ensure:

- The Queen's Croft core values of kindness, inclusion, respect, community, learning and success, in addition to British Values
- Be personalised and differentiated to ensure it meets the individual needs of the students. It shall be age-appropriate, developmentally appropriate and socially appropriate
- Take into consideration the prior knowledge children have gained from their primary education to ensure a smooth transition between primary and secondary
- Will complement and not duplicate, content covered in the national curriculum subjects, such as science, computing and physical education
- Make extensive use of outside expertise, resources and guidance in meeting the needs of students
- Follow the best practice statutory guidance published by the Department for Education
- That it includes enough well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations
- Teaching reflects the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make
- Healthy and respectful peer-to-peer communication is fostered and behaviour between boys and girls is considerate and kind
- Teaching prepares for adulthood outcomes,¹² as set out in the SEND code of practice

Policy development

This policy reflects the community that Queen's Croft High School serves and has been developed in consultation with staff, students, parents, carers and the governing body.

Roles and responsibilities

The governing board

The governing board will approve the SRE policy and hold the headteacher to account for its implementation.

The headteacher

The headteacher 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 components of SRE

Students

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

Parents' or other legal guardians right to withdraw

Any person with legal parental responsibility has no right to withdraw a student from relationship education, health education or sex education covered within the science national curriculum.

However, a person with legal parental responsibility has the right to withdraw a student from sex education taught within the Relationship and Sex Education curriculum for up to three terms before the student turns sixteen. At that point, the student can decide for themselves what additional sex education they access in their remaining terms at school.

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

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

Monitoring arrangements

The delivery of SRE is monitored by the headteacher and the SRE leader through monitoring arrangements, such as learning walks, lesson observations and assessment data.

Students' development in SRE is monitored by class teachers as part of our internal assessment