



# ST MATTHIAS ACADEMY

## Sex and Relationships Education Policy

Reviewed October 2018  
Next review date October 2019

**We will provide a learning environment that empowers, challenges and encourages individual success and social responsibility.**



### **Context/rationale**

- All maintained schools must have an up-to- date SRE policy.
- It is good practice for academies, free schools, colleges and independent schools to have an SRE policy.
- State-funded schools must have regard to the Secretary of State's Sex and Relationship Education Guidance (DfEE 2000)
- The sex education contained in National Curriculum Science is compulsory in maintained schools
- The Equalities Act 2010 requires schools to eliminate discrimination, advance equality of opportunity and foster good relations between different groups of people
- In February 2015 the Commons Education Select Committee recommended that age-appropriate SRE should become a statutory subject in primary and secondary schools, albeit with parents retaining their right to withdraw children. The Government response published in July 2015 did not take forward this recommendation, although it stated that it would be giving further consideration to the Committee's arguments later in 2015. We will review this policy in the light of any new developments

### **Parents' rights to withdraw a child from SRE**

Section 405 of the Education Act 1996 enables parents to withdraw their children from sex education other than the sex education that is in the National Curriculum. All maintained schools' SRE policies must include information about parents' right to withdrawal.

**OFSTED** (2015) states that in an outstanding school

"Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation."



### **What is SRE?**

Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

A comprehensive programme of SRE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

### **Aims and objectives**

Through our SRE programme we aim to:

- reflect the values and ethos of our school
- promote pupils' spiritual, moral, social and cultural development
- prepare pupils for the opportunities, responsibilities and experiences of later life
- enable pupils to make informed decisions to develop healthy relationships and protect themselves against harmful and exploitative situations
- develop pupils' knowledge, skills and understanding of the nature and diversity of relationships and sexuality
- help pupils develop a positive self-image and self-esteem
- help pupils respect and care for themselves and others
- help pupils gain access to information and support
- help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives



### **Approach to SRE**

We have a whole school approach to SRE as follows :-

- the Senior Leadership Team oversees the provision and development of SRE
- the PSHE co-ordinator is responsible for the development of the programme, staff training, pupil/parent/staff consultation, liaison with outside agencies, monitoring and evaluation of the programme
- teaching staff involved in the delivery of the SRE programme are a trained team who meet regularly to review and plan
- support staff play an important pastoral role in class, in groups and with individual pupils and also receive training as appropriate
- external agencies (e.g. school nurse service) support our programme by running weekly drop-in sessions
- the lead governor for PSHE/SRE is tbc.
- parents and carers are consulted, informed and invited in to school to look at resources etc.,
- children and young people are involved in the planning and review of resources and approaches as appropriate
- wherever possible we use active learning methods
- teaching and resources will be differentiated as appropriate to address the varying needs of pupils (e.g. those with learning disabilities) in order for them to have full access to the content of SRE.
- correct terminology is used throughout (e.g. for parts of the body) and we also develop awareness about appropriate use of slang/nicknames in differing contexts
- parents have the right to withdraw their children from all or part of SRE (excluding withdrawal from sex education in National Curriculum science) . We work in partnership with



parents & carers to ensure that every pupil has the entitlement to high quality and age-appropriate SRE.

### Delivery

- Pupils receive one, 45-minute lesson per week of PSHE/SRE alongside tutor time, mentoring sessions and assemblies.
- Elements of our SRE programme are delivered through PSHE and science
- We have developed schemes of work based on PSHE Association Key Themes & Guidance / School Nurse & LA advice

### Content

The content of our programme includes the following (red denotes links to National Curriculum Science)

#### KS3

- **Managing growth and change (including puberty, reproduction, pregnancy)**
- STIs and contraception
- Body image, body confidence & media influences
- Recognizing and reducing risk
- How to access support in and out of school including health services
- Healthy & unhealthy relationships
- Negotiation skills and understanding consent
- Different types of relationships
- Risks associated with Female Genital Mutilation
- The benefits of delaying sexual activity
- The law relating to sexual activity including on-line/ social media activity
- The difference between sex, gender identity and sexual orientation
- Recognizing bullying and abuse in all its forms, how to respond and how to seek help
- How to keep safe including on-line & via social media



### KS4

- Positive, supportive, equal relationships
- Marriage, civil partnerships & commitment
- Recognising healthy / unhealthy / abusive relationships (including emotional and physical abuse , honour based violence, forced marriage)
- Consent, manipulation, coercion and rape
- HIV and AIDS
- Separation, divorce and bereavement
- Diversity in sexual attraction
- The role of sex in the media (including pornography)
- Negotiation skills
- The consequences of teenage pregnancy
- Abortion and the range of beliefs and opinions about it
- STIs & their prevention
- Infertility and the options open to people who are not able to conceive
- Where to access help in and out of school

### Inclusion and equalities

We ensure that we do our best to meet the needs of all pupils taking account of the Equality Act 2010 and the need to be mindful and inclusive of the following :-

- Sexuality / sexual orientation (avoiding heteronormative assumptions and attitudes)
- Gender identity
- Home background (e.g. different family make-up)
- Ethnicity
- Gender
- Special educational needs and disability

### Visitors

Visitors enhance but do not replace our teacher-led programme . Teachers will always be present during visitors' sessions . We select visitors very carefully in line with our values framework and school ethos and ensure that their input is evidence based , accurate and not misleading .



### **Confidentiality**

We ensure that ground rules are established before SRE lessons are delivered and that pupils are reminded not to discuss personal experiences and issues in class. Visitors to the classroom are aware of our confidentiality policy. Pupils are made aware of how to access confidential information and support after the lesson, should they need it. If a pupil discloses something of a personal nature, we will seek advice if needed, decide whether or not parents / carers need to be informed and keep pupils informed about how the disclosure is treated and who will have access to the information.

### **Assessment & Evaluation**

We monitor pupils' knowledge, skills and understanding by various means including :-

- Self assessment
- Peer assessment
- Teacher observations
- Quizzes and questionnaires
- The LA Health and Well-being Survey (SHEU)

Pupils and staff have opportunities each term to evaluate lessons and approaches by means of a pupil voice survey in the last PSHE lesson on the term. This feedback provides scope for future development of the delivery of PSHE.

### **How this policy has been developed and shared**

The policy has been developed and agreed in consultation with pupils, parents/carers, teaching and support staff, governors, school health staff and other relevant agencies.

A parents evening was held to provide an opportunity to share the policy with parents.



This policy is on the school website.

### **Links with other policies**

PSHE & Citizenship  
Equal Opportunities  
Child Protection / Safeguarding  
Confidentiality  
Behaviour  
Anti Bullying

### **Secondary Sex & Relationships Education Policy**

#### **References**

**SRE Guidance DfEE 2000:-**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/283599/sex\\_and\\_relationship\\_education\\_guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283599/sex_and_relationship_education_guidance.pdf)

**Sex and Relationships Education for the 21<sup>st</sup> Century (Brook, PSHE Association and Sex Education Forum) 2014 :-**

<http://www.sexeducationforum.org.uk/media/17706/sreadvice.pdf>

**House of Commons Briefing Paper Sex and Relationships in Schools July 2015:-**

<http://researchbriefings.files.parliament.uk/documents/SN06103/SN06103.pdf>

**National Curriculum Science DfE 2013:-**





# St Matthias ACADEMY



<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study>

## **Sex Education Forum / Resources :-**

<http://www.sexeducationforum.org.uk/resources/resources-for-sre.aspx>

## **OFSTED Inspections / examples of good practice:-**

<https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015>

<https://www.gov.uk/government/collections/ofsted-examples-of-good-practice-in-personal-social-and-health-education>

## **PSHE Association Programme of Study**

<https://www.pshe-association.org.uk/content.aspx?CategoryID=1167>