



## **Mendip Edge Federation**

### **SEX AND RELATIONSHIP EDUCATION POLICY (SRE)**

#### **1. Aims**

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

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty and adolescence 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
- Have respect for themselves as well as being aware of the differences in others
- Support pupils to keep themselves safe

#### **2. Statutory requirements**

SRE is not compulsory under the age of 11. However, up until this age schools are required to teach the elements of sex education contained in the science curriculum. If schools do teach SRE under the age of 11, they must have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

Under section 3.6 of the National Curriculum, SRE is compulsory from Year 7 onwards. Secondary and Middle Schools must have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

Fairlands Middle School teach SRE as set out in this policy. In the First Schools, SRE is not a separate subject, however, relationships are covered as part of the PSHE curriculum. Factual information relating to life cycles is taught as part of the science curriculum. Staff answer questions factually in liaison with parents/carers.

#### **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:

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents/carers of Fairlands pupils were invited to attend a meeting about content delivered. All parental feedback is considered for future policy and content.
- Pupil consultation – we investigated what exactly pupils want from their SRE
- Ratification – once amendments were made, the policy was shared with governors and ratified.

Date written: April 2019

Date of next review: April 2021

## 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.

Biological aspects of SRE are taught within the science curriculum, and other aspects are included in religious education (RE) and citizenship.

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 including on line
- 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 governing body

The Mendip Edge Federation governing body will approve the SRE policy and hold the Federation headteachers to account for its implementation.

### 6.2 The headteachers

The headteachers of the Federation schools are responsible for ensuring that SRE is taught consistently across their schools and for managing requests to withdraw pupils from non-statutory/non-science 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 [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 headteacher.

### 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 non-statutory/non-science 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. 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**

Staff are trained on the delivery of SRE as part of their induction and it is included in the continuing professional development calendar.

The headteacher 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.

## **9. Monitoring arrangements**

The delivery of SRE is monitored by headteachers/deputy headteachers through planning meetings, learning walks, teacher and pupil evaluations.

Pupils' development in SRE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed every two years.