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Hungerhill School aims to support our young people and help them to stay safe and prepare for life in modern society.

1. 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, which are reflected in our core values
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies
- To provide information, encourage and equip young people to take personal responsibility and make informed decisions

2. Statutory Requirements

- Academies do not have to follow the National Curriculum and as such, are not obliged to teach SRE. However, at Hungerhill School, we teach SRE as set out in this policy, with regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996.
- We also have regard to any guidance issued by the Secretary of State on Sex and Relationship Education to ensure our students are protected from inappropriate teaching materials and they learn the nature of marriage and its importance for family life and bringing up children. As a school we are aware that an amendment made to the Children and Social Work Bill has come into effect and that these changes propose to make SRE and PSHE statutory in schools from September 2019 onwards.

3. Policy Development

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

1. Review – a working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – key 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 through the HPAG group
4. Student consultation – we investigated what exactly students want from their SRE and through the school nursing service

5. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

SRE is about the emotional, social and cultural development of students, and involves learning about families, 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, (PSHE) education curriculum. Biological aspects of SRE are taught within the science curriculum, and other aspects are included in religious education (RE). The wider curriculum including our Enrichment Programme also addresses issues linked to relationships and sex education.

Students also receive further sex education sessions delivered by our School Nursing Team (RDaSH)

Across both 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 including online risks to young people
- Assertiveness
- Seeking help and support when required
- Informed decision-making including an understanding of the concept of consent
- Self-respect and empathy for others including an appreciation of diversity within relationships
- Recognising and maximising a healthy lifestyle and how to recognise an unhealthy relationship
- Managing conflict
- Discussion and group work

These skills will allow students to manage their lives in a responsible and healthy way both in the short term and in the context of any future family life.

6. Roles and responsibilities

6.1 The governing body

The governing body has delegated the approval of this policy to the Headteacher and the Senior Leadership Team.

6.2 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/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 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 headteacher.

6.4 Students

Students 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 sex education [non-statutory/non-science] components of SRE but not relationships education,

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.

8. Training

Staff are trained on the delivery of SRE as part of their induction and it is included in our 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 Heads of PHSE K Clark and K Saxelby and J Ryan, Associate Assistant Headteacher, Strategic Lead for Assessment, Reporting and Data through:

Line Management, learning walks, student voice

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

This policy will be reviewed by the Headteacher, Head of School every three years, the policy will be approved by the Governing Body.