

Sex and relationship education policy

Salford City Academy



Approved by:

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1. Aims

The PSHE curriculum takes full account of the government's statutory guidance on RSE and health Education. (February 2019). We aim to prepare students to take their place in society as responsible and risk aware citizens. The curriculum has been carefully sequenced taking into account age appropriateness to provide students with knowledge that will enable them to make informed decisions about their wellbeing, health and knowledge and to develop the resilience to ask for and know when to seek support and advice.

The curriculum is designed to support students to embrace the challenges of adult life, equipping them with the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Students can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.

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 pupils 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

2. 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.

If 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 Salford City Academy, we teach SRE as set out in this policy.

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 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 are invited to attend a meeting about the policy
4. Student consultation – we investigated what exactly pupils want from their SRE
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 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 Citizenship and 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).

Students also receive stand-alone sex education sessions delivered by a trained health professional in Year 9 and Year 10.

The curriculum has been planned to ensure accessibility for all students. Students with SEND and particularly those who may be considered more vulnerable to exploitation and bullying have been taken into consideration in the planning of individual schemes of work. The curriculum will allow students to discuss potentially sensitive issues. Students will be made aware of how to raise their concerns or make a report and how any report will be handled.

Across all 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
- 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 Governors will approve the SRE policy, and hold the Principal to account for its implementation.

6.2 The Principal

The Principal 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 (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 Principal.

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 [non-statutory/non-science] components of SRE.

Requests for withdrawal should be put in writing and addressed to the Principal. A copy of withdrawal requests will be placed in the pupil's educational record. The Principal 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 Principal 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 Katie Eaton through:

Student discussions, learning walks and official interviews and in depth work scrutiny. SOW are planned collaboratively and specialist teachers teach all lessons.

Class teachers as part of our internal assessment systems monitor pupils' development in SRE.

Katie Eaton will review this policy. At every review, the governing body and the Principal will approve the policy.