

Sex and Relationships Education (SRE) Policy

Version 2

**This policy applies to all NCLT
education settings.**



Wingfield Academy



CONTENTS

Paragraph Number	Heading	Page Number
1.0	Introduction	2
2.0	Principles Underpinning SRE	3
3.0	Objectives	3
4.0	How we support our students in SRE	3
5.0	SRE for Students who have Special Educational Needs and Disabilities (SEND)	4
6.0	Parents/Carers	4
7.0	Right to Withdraw	4
8.0	Confidentiality	4
9.0	Sharing of Information	5
10.0	Related Policies and Procedures	5
11.0	Agencies and Contact Information	5

1.0 Introduction

The Trust will provide Sex and Relationships Education (SRE) for every student at the discretion of the Head Teacher following consultation with staff and parents. SRE is defined as;

Lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage/civil partnerships for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health.

www.gov.uk/government/uploads/system/uploads/attachment_data/file/283599/sex_and_relationship_education_guidance.pdf

To embrace the challenges of creating a happy and successful adult life, students/pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Students/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.

As a Trust we will ensure the religious background and non-religious backgrounds of all students/pupils are taken into account when planning teaching, so that the topics that are included in the core content in this guidance are appropriately handled. We will ensure that these comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

Student/pupil welfare, health and wellbeing are central to the ethos of the Trust and its schools/colleges and will fulfil local and national responsibilities as laid out in the following documents.

- Working Together to Safeguard Children
- Keeping Children Safe in Education
- Local Authority Safeguarding Children's Board Procedures
- Children and Families Act
- Children Act
- Sexual Offences Act
- SRE Guidance
- Information sharing, advice for practitioners providing safeguarding services to children, young people, parents and carers.

The Trust is committed to preparing its students/pupils for adulthood and to ensuring that students go on to live full lives as members of their communities. Feeling valued, understanding what makes a good relationship or friendship, knowing who to talk to (whether

verbally and non-verbally, face to face or online) are all crucial to our students in achieving that aim.

2.0 Principles Underpinning SRE

Attitudes and Values

- The importance of values, individual conscience and of moral considerations.
- The value of family life and stable and loving relationships.
- Respect for the many different types of families.
- The value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding and respect of difference.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Learning how to recognise and avoid exploitation and abuse.

Knowledge and Understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, sexual health, emotions and relationships.

3.0 Objectives

- Deliver an innovative and engaging programme which covers any statutory requirements and meets the students'/pupils' needs in a sensitive way.
- Make use of skills of healthcare professionals and external agencies.
- Generate an atmosphere where students/pupils feel comfortable in open discussions and sexual health and relationships.

4.0 How We Support our Students in Sex and Relationships Education

- Dedicated sessions covering Sex and Relationship Education.
- RSE ensures students develop understanding of the value of family life, the implication of parenthood and the needs of young children and the importance of equality in relationships.
- The teaching and learning of RSE enables students/pupils to understand difference and respect themselves and others for the purpose of preventing and removing prejudice.
- RSE helps young people to mature, to build up their confidence and self-esteem and understand the reasons for the age of consent and sexual activity.
- The Trust always considers the age and development of students/pupils when deciding what will be taught in each year group.

- The Trust plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.
- Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.
- RSE is delivered in a safe, supportive environment where students/pupils feel able to discuss sensitive issues in an honest, open forum. When dealing with questions staff should establish clear parameters of what is appropriate and inappropriate in a whole class setting.

5.0 SRE for Students who have Special Educational Needs and Disabilities (SEND)

- The Trust recognise that we have a duty to ensure that students with SEND have equal access to SRE lessons to ensure that they are able to understand their physical and emotional development and to enable them to make positive decisions in their lives.
- Staff will work closely with SEND staff with regards to SEND students/pupils to look closely at what support will need to be put in place when SRE is being delivered.

6.0 Parents/Carers

The Trust is committed to working with parents, carers and families. Parents, carers and families are an important and influential part of the lives of our students. They have a right to want what is best for the person for whom they care and it is best practice to consult and to listen to their views. However, the student's rights are paramount in any educational situation. In practice this means that staff should:

- Make parents/carers aware of the policy and support them to understand it and its implications.
- Ensure good communication with parents/carers, including making sure that parent/carer views are heard and that they are treated with respect.
- Take seriously any issues raised by parents/carers with regard to a student's welfare or safety by undertaking the appropriate risk assessment.
- Support parents/carers should they feel aggrieved by any decision relating to sex and relationships education, including ensuring access to the Complaints Procedure where necessary.

7.0 Right to withdraw

Parents have the right to withdraw their children from all or part of any sex education provided, but not from the biological aspects of human growth and reproduction provided under the National Curriculum Science. If a parent wishes to withdraw their child from the lessons, contact must be made with the Head Teacher and RSE Lead within the school.

8.0 Confidentiality

Students/pupils must be made aware that disclosures to members of staff or external agencies cannot be treated as confidential particularly if the law is contravened or students or other children are at risk of harm.

9.0 Sharing of Information

The welfare of the student/pupil is paramount and central to the ethos of the Trust and its colleges. Relationships with parents/carers are essential to enable us to provide the right support for students and the role of a parent/carer is to support students in their development, understanding of sexual health and healthy relationships and promote health and consensual relationships. It is essential that the DSL contacts parents/carers to discuss any concerns about sexual health and relationships, unless a student will be put at risk or harm of significant harm if the parent is contacted.

10.0 Related Policies and Procedures

- Safeguarding and Child Protection Policy
- SEND Policy
- Behaviour and Attendance Policy
- Online Safety Policy
- Equality and Diversity Policy
- Complaints Policy

11.0 Agencies and Contact Information

- Childline- <https://www.childline.org.uk/> 0800 1111
- NSPCC - www.nspcc.org.uk – 0808 800 5000

Websites for students to access

- www.relate.org.uk
- www.nhs.uk/livewell/sexualhealth
- www.fpa.org.uk
- <https://www.disrespectnobody.co.uk>
- <https://revengepornhelpline.org.uk/>
- <http://www.respectnotfear.co.uk/>

Policy Status

Policy Lead (Title)	Trust Director of Safeguarding and SEND	Review Period	Every 3 years
Reviewed By	TET (BoD delegated approval)	Equality Impact Assessment Completed (Y/N)	N

POLICY AMENDMENTS

Version	Approval Date	Trade Union Consultation Date (if applicable)	Page No./Paragraph No.	Amendment
Version 1	C Suite 05/03/2024	N/A		New policy applicable across all NCLT phases.
V2	TET – 02/04/25 BoD – 13/04/25	N/A	Application throughout 1.0 New 7.0 added	Brinsworth Academy and Dinnington High School added to the policy. Discretion of the Headteacher Right to withdraw