



This policy takes full account of the school's legal obligations and the latest DfES guidance.

1. What is SRE?

1.1 Definition

“To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. 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.” *[Sex and Relationships Education Guidance ref DfEE]*

The term sex and relationships education – SRE – is used in this policy rather than sex education. This is to stress that our approach goes beyond the provision of biological information to also focus on clarifying attitudes and values and developing self-esteem and the skills to manage relationships.

A successful programme, firmly embedded in within PHSE and support in other curriculum areas, will help young people learn to respect themselves and others.

1.2 Requirements by Law

- Local authority maintained schools in England are obliged to teach sex and relationships education (SRE) from age 11 upwards, and must have regard to the Government's SRE guidance.
- Academies and free schools, the majority in secondary education in England, do not have to follow the National Curriculum and so are not under this obligation. If they do decide to teach SRE, they also must have regard to the guidance.
- Parents are free to withdraw their children from SRE if they wish to do so. The only exceptions to this are the biological aspects of human growth and reproduction that are essential elements of National Curriculum Science.
- All primary schools in England to teach 'Relationships Education'
- All secondary schools to teach 'Relationships and Sex Education'
- Acknowledge that same-sex marriage is available by law *[Marriage (Same Sec Couples) Act 2013]*

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- Pupils to be taught to respect other people and their views, even if they do not agree with them

[The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019]

2. A whole School Approach

As a through school we recognise that a whole school approach is paramount. This will be adapted to SRE that actively involves the whole school community. All groups who make up the school community have rights and responsibilities regarding SRE.

- **The senior leadership team (SLT)** will endeavour to support the provision and development of SRE in line with this policy by providing leadership and adequate resourcing.
- **The designated SRE co-ordinators (Primary and Secondary)**, will maintain an overview of SRE provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, developing the provision to meet student's needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.
- **Teaching staff** All teachers are involved in the school's SRE provision. Some SRE is taught through the PSHE programme and some through science and other curriculum areas. All teachers play an important pastoral role by offering support to pupils. (Any teacher can be approached by a student who experiences a difficulty regarding sex or relationships issues). Teachers will be consulted about the school's approach to SRE and aided in their work by provision of resources, background information, support and advice from experienced members of staff and access to appropriate training.
- **Non-teaching staff** may be involved in a supportive role in some SRE lessons and play an important, informal pastoral support role with pupils. They will have access to information about the SRE programme and supported in their pastoral role.
- **Governors** have responsibilities for school policies. They will be consulted about the SRE provision and policy and have regular reports at Governor's meetings.
- **Parents/carers** have a legal right to view this policy and to have information about the school's SRE provision. They also have a legal right to withdraw their children from dedicated sex education lessons if they wish. The school will seek and take account of parent/carer views and endeavour to adopt a partnership approach with parents/carers.
- **Outside agencies and speakers** may be involved in inputting to SRE lessons. The school will only work with agencies and speakers who are appropriate to pupil needs. We shall work in partnership with them and jointly plan their work within the school.
- **Pupils** have an entitlement to age and circumstance appropriate SRE and to pastoral support. They will be actively consulted about their SRE needs and their views will be central to developing the provision.

3. The Taught SRE Programme

The SRE programme will be delivered as part of the school's approach to PSHE and Citizenship, this is supported in other curriculum areas including Science and Computing.

3.1 Aim of the overall programme

The overall aims of the SRE programme are:

- To provide accurate information about, and understanding of, SRE issues for boys and girls appropriate to their age.
- To dispel myths, including those around different sexuality.

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- To explore a range of attitudes towards SRE issues and to help pupils to reach their own informed views and choices for a healthier lifestyle.
- To develop respect and care for others.
- To increase pupils' self-esteem.
- To promote and support positive mental wellbeing.
- To develop skills relevant to effective management of relationships and sexual situations.
- To contribute to a reduction in local and national pregnancy, sexually transmitted infections and abortion rates.
- To develop skills to reduce the risks of being abused and exploited and to learn what behaviours are and are not acceptable.
- To develop skills to deal with bullying.

3.2 Primary SRE Curriculum

Statutory Primary Relationships education is broken down in 5 key areas:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe.

These Topics are covered within our World and Wellbeing Curriculum in Key Stage 2 and supported on a daily basis through our school ethos and within other curriculum areas. We ensure that all pupils have a secure understanding in these areas before they move into Secondary.

Whilst we do not teach Sex Education as a stand alone subject in Primary, certain aspects are embedded within other curriculum subject examples include plant and animal reproduction, and the development of human body, including puberty, in Science.

The following statutory physical health in mental health wellbeing topics are also covered in Key Stage 2 within a variety of curriculum areas:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health prevention
- Basic first aid
- Changing adolescent body.

3.3 Secondary SRE Curriculum

details of content and scheme of work and when each topic is taught, taking account of the age of pupils

3.4 Place in the curriculum

The main SRE programme will be delivered through PSHE lessons. In addition, certain biological aspects are delivered through Science lessons. Other areas may be support in other curriculum areas, examples include online safety in Computing. All materials used must be in accordance with PSHE framework and the law.

3.5 Methodology and resources

Sex and Relationship education takes place within mixed sex classes where this is applicable at Greenfields Academy. Teaching is conducted in a safe learning environment using ground rules and distancing techniques so that pupils are not put on the spot or expected to discuss their own personal issues in class. Teaching resources will be selected based on their appropriateness to pupils. Schools must also ensure pupils are protected from accessing unsuitable material on the internet, which is covered via IT at Greenfields Academy.

3.6 Answering pupils' questions

Sometimes an individual pupil may ask an explicit or difficult question. Questions like this may be addressed later. Individual teachers will use their skill and discretion in these situations. Clear parameters will be set by the teacher, about what is appropriate and inappropriate in a whole class setting.

Greenfields Academy set out a framework for establishing what is appropriate and inappropriate in a whole class setting and how to deal with individual pupil questions.

3.7 Monitoring, evaluation and assessment

The programme is regularly evaluated by the SRE co-ordinators (Primary and Secondary). The views of students and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis.

Monitoring and evaluation can be informed by the Ofsted Framework for the Inspection of Schools. Whilst it is difficult and often inappropriate to assess attitudes and students' personal lifestyle choices, much of the SRE programme of study is capable of formal assessment, particularly the knowledgeable components.

3.8 Parental right to withdraw

Parents have a legal right to withdraw their children from dedicated 'sex education' lessons, but this must be in writing. They do not have a right to withdraw their children from those aspects of SRE that are taught in National Curriculum Science or where SRE issues arise incidentally in other subject areas.

We will work in active partnership with parents/carers, value their views and keep them informed about our SRE provision. If a parent/carer has any concerns about the SRE provision, we will take time to address their concerns and allay any fears they may have. If any parents/carers decide to withdraw their child, we shall work with them and their child to explore possible alternative provision.

4. Inclusion

4.1 Equality

'Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.' [DfEE SRE Guidance ref DFEE].

Young people may have varying needs regarding SRE depending on their circumstances and background. The school strongly believes that all pupils should have access to SRE that is relevant to their needs, backgrounds and personal experiences. To achieve this, the school's approach to SRE

will take account of;

- The needs of both boys and girls
- Ethnic and cultural diversity – Different ethnic and cultural groups may have different attitudes to SRE. The school will take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.
- Varying home backgrounds – We recognise that our pupils may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.
- Sexuality – our approach to SRE will include sensitive, honest and balanced consideration of sexuality, including lesbian, gay, bisexual and transgender. We shall actively tackle homophobic bullying.
- Special educational needs – We shall take account of the fact that at Greenfields Academy our pupils may have learning, emotional or behaviour difficulties. This will include pupils with Autism.
- The teaching programme for Sex and Relationship Education – All pupils shall experience a programme of sex and relationship education at a level which is appropriate for their age and physical development.
- Any known personal experiences which may impact on their response and mental wellbeing to SRE content.

4.2 SEND

'Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Schools should also be mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND' *[DfEE SRE Guidance ref DFEE]*.

As all of our pupils at Greenfields Academy are identified to have a form of SEND, we ensure that we take into account the following factors when planning and delivering SRE lesson to ensure that the content is tailored towards the specific needs of our pupils:

- Some pupils' needs may make them more vulnerable to exploitation, bullying and other issues.
- Pupils' specific Social, Emotional and Mental Health needs.
- Pupils' may have a different mental age to their physical age.
- Pupils' may have experienced trauma which is directly related to the SRE curriculum.
- Some pupils may not to be able to display 'socially appropriate' responses to some SRE subjects.

5. Pastoral Support for Pupils who experience difficulties

5.1 The nature of support available to pupils

The school takes its role in the promotion of pupil wellbeing seriously. Staff endeavours to make themselves approachable and to provide caring and sensitive support for pupils in a number of ways. Staff may be approached for help on an individual basis. They offer a listening ear and, where appropriate, information and advice. The school nurse offers a health and support service to pupils. Where appropriate, pupils are referred to the school nurse and/or outside helping agencies. The school will keep up to date about the development of local services and national help lines for young people and form working relationships with local agencies that are relevant to pupil needs.

5.2 Confidentiality and informing parents/carers

We are aware that some parents find it hard to cope with their children's sexual development and are happy for the school to take the initiative. We will take every opportunity to inform and involve parents and carers:

- by placing sex education on the agenda at the relevant governors' meeting
- by inviting parents to discuss sex and relationships education when their child enters the school
- by discussing and agreeing a consistent approach for pupils to be used at home and school
- by including sex and relationships education in the Home/School Partnership Agreement

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Child protection procedures must be followed when any disclosures about abuse are made. (See separate policy).

It is very rare for a pupil to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement about whether or not a third party needs to be informed. This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the pupil may be experiencing or their risk to others.
- The pupil's age, maturity and competence to make their own decisions.

Where it is clear that a pupil would benefit from the involvement of a third party, staff should seek the consent of the student to do so. If appropriate, staff might inform the third party together with the pupil. Unless clearly inappropriate, pupils will always be encouraged to talk to their parent/carer.

5.3 Dealing with bullying

Bullying commonly includes inappropriate and hurtful comments and behaviours concerning sexism, homophobia, appearance and other sex/relationship issues. The school takes the issue of bullying very seriously in line with Pupil Support Circular 10/99 and DfES 'Don't Suffer in Silence' 2002. This is reflected in the school's anti-bullying policy. Staff will challenge and deal sensitively with any evidence of bullying. Pupils will be encouraged to report any incidents. Staff will endeavour to investigate any incidents of bullying as soon as possible and give feedback to pupils who complain of bullying. The SRE and PSHE programmes will consider bullying and aim to discourage bullying based on sexism, homophobia, appearance and other sex/relationship issues.

From 2004 all schools are required to report and log all known incidents of bullying on school premises and to provide an annual summative report to the local authority. The reporting process and form is contained in the LEA 'An exemplar anti-bullying policy' (2004) with additional guidance contained in 'Anti-bullying guidance: background and support for schools, young people and parents' (2004). It is important that any form of harassment or hurtful comments of a sexual nature are seen within the context of the schools anti-bullying policy.

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