Sex and Relationship Education Policy
2019/2020

Approval Date: ######
Review Date: #######
1. Aims

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

- To provide students with knowledge in order to make informed choices and decisions
- Provide a framework in which sensitive discussions can take place
- Prepare students for adult life, 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

2. Statutory requirements

Academies do not have to follow the National Curriculum and as such, are not obliged to teach SRE.

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 West Somerset College 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 were invited to comment about the policy
4. Student consultation – we investigated what exactly students 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 timetabled SMSC programme, tutor programme and assemblies. SMSC lessons are taught twice a fortnight by the SMSC team. Biological aspects of SRE are taught within the science curriculum and in Year 11 Religious Studies.

During SMSC students will also receive stand-alone lessons delivered by the police, trained health professionals and a range of other guest speakers so they have specialist input and to see a range of different views, beliefs and opinions.

Across the college, 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 board

The governing board will approve the SRE policy, and hold the Headteacher to account for its implementation.

6.2 The Headteacher

The Headteacher 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
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the [nonstatutory/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 [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 student’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 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 Lauren Palmer, Assistant Headteacher through: Learning walks, paired teaching, student voice and sampling planning.

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

This policy will be reviewed by James Morris Assistant Headteacher, annually. At every review, the policy will be approved by West Somerset College local governing board.