



Wellsway Multi Academy Trust Sex and Relationships Education (SRE) Policy

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1. Aims

The aims of sex and relationship education (SRE) within the Wellsway Multi Academy Trust (WMAT) is to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils/students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils/students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils/students the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

SRE is not compulsory in primary schools. Academies do not have to follow the National Curriculum and are therefore not required to teach the elements of sex education in the science curriculum. If primary schools/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](#).

Secondary 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](#).

WMAT academies teach SRE as set out in this Policy.

For Church of England schools within the Trust, the Church of England believes that it is important to value and protect all God's children and this informs its approach to SRE education. It believes that all children are entitled to good quality SRE education that treats all with dignity and respect.

3. Policy development

This policy has been developed in consultation with staff, pupils/students and parents/carers. 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 attend a meeting about the policy
4. Pupil/student consultation – we investigated what exactly pupils/students want from their SRE
5. Ratification – once amendments were made, the policy was shared with governors

4. Definition

SRE is about the emotional, social and cultural development of pupils/students, 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 (KS2 and above)

SRE is taught within the 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.

Pupils/students also receive stand-alone sex education sessions delivered by a trained health professional.

Across all Key Stages, pupils/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 Governance

Approval of this policy is the responsibility of the Multi-Academy Trust Executive Leadership Team (MELT). The local governing bodies of each academy will hold the Headteacher/Principal to account for the implementation of this policy.

6.2 Headteacher

The Headteacher/Principal is responsible for ensuring that SRE is taught consistently across each academy, and for managing requests to withdraw pupils/students from non-statutory 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/students
- Responding appropriately to pupil/students whose parents/carers wish them to be withdrawn from the non-statutory 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/Principal.

6.4 Pupils/Students

Pupils/students are expected to engage fully in SRE and, when discussing issues related to SRE, treat others with respect and sensitivity.

7. Parents/Carers' rights to withdraw

Parents/carers have the right to withdraw their children from the non-statutory components of SRE.

Requests for withdrawal should be put in writing and addressed to the Headteacher/Principal. A copy of withdrawal requests will be placed in the pupil/student's educational record. The Headteacher/Principal will discuss the request with parents/carers and take appropriate action.

Alternative work will be given to pupils/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/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 the Senior Leadership Team in consultation with the Year 6 teachers at Chandag Junior School and in liaison with the school nursing service.

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