

# SEX, RELATIONSHIP EDUCATION (SRE) POLICY

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<b>Responsible member</b>	Mr Gareth Baxter
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The process of writing this policy has involved consultation between the staff and members of the Governing Body, parents/carers and the School Council. Further guidance was obtained from the Bedford Borough Council PSHCE Consultant and the DFEE guidance on sex and relationships education (2000). The policy is available to view at School on request and on the school website. The policy will apply to all staff, as well as parents/carers and other visitors to the School.

## **1. Background and context**

Henlow Church of England Academy (Henlow Academy) is a fully comprehensive, co-educational School, taking pupils within the 9-14 years age range. Pupils come from the largely rural area of Central Bedfordshire, in particular, the villages of Henlow, Henlow Camp, Meppershall, Clifton and Langford. The intake reflects a wide social mix, although it is ethnically narrow (mainly white European).

## **2. The Statutory Framework**

The School will deliver an approved programme of study in line with the SRE Guidance (DFEE 2000), the recommendations from the OFSTED Report, 'Sex and Relationships' (2002), and which will be firmly rooted in the framework for Personal, Social, Health Education (QCA, PSHE 2000). It is also in line with recommendations for best practice, as part of the National Healthy School Standard. This Sex and Relationships Education policy describes the teaching and learning we offer to the young people in our School, helping them to understand their own and others' sexuality and to develop skills for relationships and informed decision-making. The staff and governors of Henlow Academy believe that SRE is the entitlement of all young people and we are committed to delivering it within the context of a broad and balanced programme of health education, supporting them in learning about different faiths and cultures, and underpinned by values promoting equality and respect. We believe this is an integral part of each pupil's emergence into adulthood.

## **3. The Aims of SRE at Henlow Academy**

We aim:

- To provide knowledge about the nature of sexuality and the processes of human reproduction;
- To encourage personal responsibility in all forms of behaviour, and in particular we focus on 'risky' behaviours;
- To ensure young people have the ability to accept their own and others' sexuality;
- To encourage self-esteem, respect and consideration for others and to promote meaningful, loving and healthy relationships based on mutual trust;
- To generate an atmosphere where questions and discussion on sexual matters can take place without embarrassment;
- To promote the spiritual, moral, cultural, mental, physical and social development of pupils at the School and to prepare them for the opportunities, responsibilities and experiences of life;

- To provide support and information for young people and their parents.

#### **4. Organisation**

**a)** The co-ordination of SRE is jointly handled by the PSHCE Subject Leader and the Science Subject Leader, who are responsible for the overall planning, implementation and review of the programme.

**b)** Delivery is through:

- Planned aspects within the Science and PSHCE curriculum;
- Addressing moral and ethical issues that may arise from apparently unrelated topics in all National Curriculum subjects. Within this category, as long as any discussion takes place within the context of the subject, it will not be deemed to be part of the SRE programme and therefore not subject to the parental right of withdrawal (see section 4f).

**c)** A variety of teaching approaches is used to give pupils relevant information, to enable moral issues to be explored through discussion and to acquire appropriate skills. Details can be seen in the individual year groups' schemes of work.

**d)** Pupil groupings are mixed ability and mixed gender groups for most lessons. When there is a specific need (for example, to enable girls or boys to ask questions about puberty they would be too embarrassed to raise with a teacher of the opposite sex) arrangements will be made to teach pupils in appropriate groupings.

**e)** Resources

- Materials – a wide range of resources is available to teachers and can be inspected by parents through contacting the previously mentioned subject leaders.

**f)** Staff – it is important that staff feel comfortable with and knowledgeable about the subject matter. All staff are asked to teach within the Schools' value framework, and are expected to examine ways of not imposing their biases on the pupils. They work to support each other by sharing, challenging and moderating their ideas, recognising that sexuality is both biologically and culturally defined, and thus influenced by family, peers, religion, media and law, as well as hormones and genes.

**g)** SRE forms part of the Summer Term curriculum in every year group.

#### **5. Specific issues**

The following issues may occur as part of SRE. Staff, parents and pupils need to understand the School's procedures:

**a)** Confidentiality and Advice

- Pupils will be made aware that some information cannot be held confidential, and therefore, that if certain disclosures are made, certain

actions will ensue. At the same time pupils will be offered sensitive and appropriate support and reassured that their best interests will always be maintained.

- Pupils will be encouraged to talk to their parents or carers and given support to do so.
- If there is a disclosure or suspicion of possible abuse, the School's child protection procedures will be invoked (see relevant policy).
- If there is a disclosure of pregnancy or a request for advice on contraception, the School will always encourage pupils to talk with their parents/guardians first and whether they want help in doing so. If this takes place subsequent responsibility then lies with the parent(s), although the School would want to check this had happened. If the pupil refused to tell their parent(s), the adult would then refer them to a confidential source of help amongst health professionals. The adult would then report the incident to the Head teacher, who would consult with the health professional about informing the parent(s).

**b) Relationships**

- Within the context of talking about relationships, children should be taught about a wide range of relationships and different family arrangements, whilst emphasising the positive qualities of family life in all its different forms. They will be taught to recognise the need for commitment, trust and love in meaningful relationships.

**c)** As part of the SRE programme, issues of contraception, HIV/AIDS and sexuality are addressed. Facts are presented in an objective and balanced way, with pupils being encouraged to consider their attitudes and values within the framework set out in point 3. They will be made aware of the difference between fact, opinion and religious belief.

**d) Special Educational Needs (SEN)**

Young people with SEN will not be withdrawn from SRE but will be given help to develop their social skills and to learn what sorts of behaviour are and are not acceptable. Work may be planned in different ways in order to meet the individual needs of children with SEN.

**e) Complaints procedure**

Any concerns or complaints should be made in the first instance to the Tutor, Year Leader and then the Deputy Head. If the matter is not resolved, then the Headteacher should be contacted who will raise this with the Governors, in accordance with our complaint's procedure.

**f) Parental Partnership**

We value and respect the learning that occurs in the community and in the home, believing that these, alongside School links, are essential dimensions of SRE. It is therefore important to us to involve, wherever possible, and certainly to inform parents about our teaching and learning approach.

Under the Education Act 1993, parents have the right to withdraw their children from all or part of the PSHCE SRE programme. They cannot however, withdraw their child from aspects of sex education which form part of the statutory science courses for Key Stages 2 and 3. Parents wishing to exercise that right are asked to make an appointment to meet the PSHCE subject leader or the Science subject leader to discuss the issues, though they are under no obligation to do so. Requests to withdraw children from SRE lessons should be made in writing to the Headteacher. Once a child has been withdrawn they cannot take part in later PSHCE SRE lessons without the approval of the parent who originally withdrew them.

#### **g) Monitoring and Review**

SRE will be monitored by the Governors' Curriculum Committee, the PSHCE Subject Leader and the Science Subject Leader.

The full policy will be made available to all parents via the School Website.

### **6. Dissemination of the policy**

The full policy and full programmes of study are available on request to parents, staff, Governors and OFSTED through the Headteacher, PSHCE Subject Leader and Science Subject Leader. If parents have any questions, they should address them to either of the subject leaders or to their child's class tutor.

### **7. Other Policies of relevance to SRE are:**

Equal Opportunities

Anti-Bullying

Child Protection

PSHCE

Complaints procedure

These policies can be accessed on request.