



Sex and relationship education (SRE) policy

The Ivy Learning Trust's SRE policy is agreed by the Board of Trustees and monitored by the Local Governing Body and the Board of Trustees. It will be reviewed triennially.

Date Agreed: 12 July 2018

Agreed by: Ivy Learning Trust Board

Review Date: July 2021

Inclusion

The Ivy Learning Trust carefully considers all policies with respect to the impact on equality and the possible implications for pupils and staff with protected characteristics.

1. Aims

The aims of SRE at the Ivy Learning Trust schools are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, 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

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 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.

Each Ivy Learning Trust school will set out how they teach SRE in their own SRE Procedures.

3. Policy development

Each Ivy Learning Trust school should develop their procedures in consultation with staff, pupils and parents. The consultation and policy development process may involve the following steps:

1. Review – a member of staff or working group pulls together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff are given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties are invited to attend a meeting about the policy
4. Pupil consultation – the school investigates what exactly pupils want from their SRE
5. Ratification – once amendments are made, the policy is 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 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 (RE).

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

Across all Key Stages, pupils 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.

Parents must be informed of the SRE curriculum content before it is taught to pupils.

6. Roles and responsibilities

6.1 The governing board

The local governing body will hold the headteacher to account for implementation of this policy.

6.2 The headteacher

The headteacher is responsible for ensuring that SRE is taught consistently across their school, and for managing requests to withdraw pupils 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
- Responding appropriately to pupils whose parents 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.

6.4 Pupils

Pupils 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 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 pupil'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 the 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 headteacher will monitor progression and attainment of SRE.

The delivery of SRE is monitored by the PSHE Lead.

Pupils' development in SRE is monitored by class teachers as part of each school's internal assessment systems.