



Sex and Relationships Education Policy

Introduction

This policy replaces any previous policy and follows DfE regulations. All staff members of the Tithe Multi Academy Trust (MAT) are affected by and are expected to adhere to this policy.

In line with all of our Equal Opportunities and Special Educational Needs policies, we aim to give all students equal opportunities to take part in all aspects of School and College life, as far as is appropriate, practicable and compatible with giving regard to health and safety and the efficient education of other students.

This policy takes account of the Government's aim for children to have the support they need under Every Child Matters:

- to be healthy
- to stay safe
- to enjoy and achieve
- to make a positive contribution
- to achieve economic well-being

The policy will follow the five principles of the Children's Plan:

- to support parents and families;
- to allow children to reach their full potential
- to enable children to enjoy their childhood whilst preparing for adult life
- to provide services in response to children and family needs
- to use preventative measures to help students to avoid the possibility of failure

This policy is founded in the Trust's commitment to the development and maintenance of good behaviour and a positive and inclusive ethos for all members of the Tithe community. It reflects our commitment to safeguard children, as well to encourage diversity in all aspects of School and College life.

Tithe Academy – Sex and Relationships Education Policy

Foreword

Rooks Heath College is a mixed 11 to 18 multicultural comprehensive in the London Borough of Harrow. This policy is formulated by the Associate Headteacher, in consultation with staff and is monitored by other members of the College's Senior Management. The policy is subject to tri-annual review by the College's Senior Management Group and is subject to approval by the governors of the College.

Aims

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

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

All of the aims support the MAT's overall ethos of opportunity through learning.

Statutory Requirements

SRE is not compulsory in primary schools. However, primary schools are required to teach the elements of sex education contained in the science curriculum.

We have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Rooks Heath College and Earlsmead Primary School we teach SRE as set out in this policy.

Policy Development

This policy has been developed in consultation with staff, pupils 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. Parents are consulted through meetings with the PTFA.
4. Pupil consultation – we investigated what exactly pupils want from their SRE
5. Ratification – this policy is taken to the Governing Body and once amendments were made, the policy was shared with the Board of Trustees and ratified

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.

Delivery of SRE

In Rooks Heath College 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).

At Earlsmead Primary School, Sex and Relationship education will contribute to the foundation of PSHE and Citizenship at both KS1 & KS2. Pupils also receive stand-alone sex education sessions delivered by a trained health professional in the summer term. The SRE curriculum is taken from the ‘Teaching SRE with Confidence’ recommended by the PSHE Association.

Across all Key Stages, pupils will be supported with developing the following skills:

1. Communication, including how to manage changing relationships and emotions
2. Recognising and assessing potential risks
3. Assertiveness
4. Seeking help and support when required
5. Informed decision-making
6. Self-respect and empathy for others
7. Recognising and maximising a healthy lifestyle
8. Managing conflict
9. Discussion and group work

These skills are taught within the context of family life.

Roles and Responsibilities:

The Governing Body

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

The Headteachers

The Headteachers are responsible for ensuring that SRE is taught consistently across the schools, and for managing requests to withdraw pupils from non-statutory/non-science components of SRE (see ‘Parents’ right to withdraw’ below).

Staff

Staff are responsible for:

1. Delivering SRE in a sensitive way
2. Modelling positive attitudes to SRE
3. Monitoring progress
4. Responding to the needs of individual pupils
5. Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/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 Headteachers.

Pupils

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

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 Headteachers. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteachers will discuss the request with parents and take appropriate action.

To ensure that withdrawal is not caused through misunderstanding, teaching materials are made available to view prior to the teaching taking place. In EPS permission slips are sent out to parents before SRE is taught and teachers will ensure permission slips are returned for all children.

Alternative work will be given to pupils who are withdrawn from SRE.