



Sex and Relationship Education Policy

For

The Beckmead Trust

Name of Policy	Sex and Relationship Education Policy
Policy Level	Trust
Date of Issue	January 2021
Author	Board of Trustees
Date of Next Review	January 2022
Signature	Dr Jonty Clark
Date of Signature	January 2021

1. Aims

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

- Provide a framework in which sensitive discussions can take place
- Where appropriate, 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.

SRE will always take full account of the ethos and values of the schools in the trust. In particular, SRE will take full account of our approach to teaching and learning which is focused on meeting individual pupils' needs, given that our pupils have a range of special educational needs and disabilities and will present challenging behaviours.

2. Statutory requirements

SRE is not compulsory in primary schools. However, with regard to our primary aged pupils, we will teach the elements of sex education contained in the science curriculum and any other elements of SRE that will ensure and develop the safety of our pupils.

We will always have full regard to guidance issued by the Secretary of State for Education as outlined in section 403 of the Education Act 1996.

We all also teach SRE as a compulsory subject from year 7 onwards.

3. Policy development

Our schools will consult parents/carers and stakeholders when creating an SRE policy.

Therefore, this policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – Members of staff have collated 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. Parents/carers and stakeholder consultation – parents/carers and any interested parties are invited to contribute to and comment on the policy
4. Pupil consultation – we consult on what exactly pupils want from their SRE
5. Ratification – this policy is shared with Trustees and ratified by the Board of Trustees. It is also circulated to LGB's for input especially Teaching and Learning Committees.

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

Individual discussion and teaching may take place with key members of staff such as teaching assistants and therapists especially if specific concerns or input is deemed appropriate.

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 or a care home. The approaches to the teaching and learning of these skills will be differentiated to meet the individual needs of pupils, taking full account of their special educational needs and disabilities, and social, emotional, and behavioural difficulties.

6. Roles and responsibilities

6.1 The Board of Trustees

The Board of Trustees will approve the SRE policy, and hold each Head to account for its implementation.

6.2 The Head

Each Head is responsible for ensuring that SRE is taught consistently across the school, and for managing requests to withdraw pupils from components of SRE (see section 7)

Commented [1]: trained school staff or health professional

6.4 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/carers wish them to be withdrawn from the various 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 senior staff within their school.

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/carers' right to withdraw

Parents/carers have the right to withdraw their children from various components of SRE.

Requests for withdrawal should be put in writing and addressed to the relevant Head. A copy of withdrawal requests will be placed in the pupil's educational record. The Head will discuss the request with parents/carers 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 Head 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 nominated trustee through planned scrutiny such as lesson observations, learning walks, discussions with pupils, and any other appropriate means.

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

This policy will be reviewed by the Board of Trustees.