



Sex and Relationships Education Policy (SRE)

Policy Name:	Sex and Relationships Education Policy (SRE)			Review Date:	Every 3 Years 08/03/2022
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SEX AND RELATIONSHIPS EDUCATION (SRE) POLICY

1 The Legal framework for SRE

1.1 The Education Act 1996 consolidated all previous legislation, and key points related to SRE are:

a The sex education elements of the National Curriculum Science Order are mandatory for all students of primary and secondary school age. These cover anatomy, puberty, biological aspects of sexual reproduction and use of hormones to control and promote fertility.

b Secondary schools are required to provide an SRE programme which includes (as a minimum) information about sexually transmitted infections (STIs) and HIV/AIDS.

c Other elements of personal, social and health and citizenship education (PSHCE), including SRE, are non-statutory.

d All schools must provide, and make available for inspection, an up-to-date policy describing the content and organisation of SRE outside of national curriculum science.

1.2 The Learning and Skills Act 2000 requires that:

a young people learn about the nature of marriage and its importance for family life and bringing up children.

b young people are protected from teaching and materials which are inappropriate, having regard to the age and the religious and cultural background of the students concerned.

c school governing bodies have regard for the guidance.

d parents have the right to withdraw their child from all or part of SRE provided outside national curriculum science.

1.3 Following a review the Government announced in October 2008 that comprehensive SRE will be made compulsory as a part of a statutory PSHCE curriculum.

2 Personal, Social, Health Education (PSHE and Citizenship)

2.1 The aspects of SRE that are not included in the science curriculum are delivered through PSHE

2.2 The school is committed to SRE as part of PSHCE and Citizenship, which is also supported by the National Healthy Schools Programme (NHSP).

2.3 Each student in KS3 has one lesson per week of PSHE. In KS4 each student has one lesson per fortnight.

2.4 The Qualifications and Curriculum Authority (QCA) publishes guidance on the whole curriculum. A new national curriculum, published in 2000, outlined the non-statutory framework for PSHE and Citizenship for all four key stages, which includes learning about sex and relationships. This, was followed in 2005 by guidance on what is expected to be learned at every key stage.

3 In accordance with this guidance:

- a SRE is planned and delivered as part of PSHE timetabled lessons
- b There is an emphasis on developing knowledge, skills and attitudes and the use of appropriate teaching methods.
- c Topics including puberty, menstruation, relationships, sexual relationships, contraception, abortion, safer sex, HIV/AIDS and STIs are covered at appropriate key stages
- d Young people learn about the nature of Civil partnerships, same sex marriages, heterosexual marriage and its importance for family life and bringing up children.
- e Teachers should develop activities that will engage male and female students respectively.
- f We have a duty to ensure that the needs of children with special needs and learning disabilities are properly met.
- g We strive to meet the needs of all students, regardless of sexual orientation or ethnicity.

3.1 Annex gives information regarding the delivery of themes and subject areas and the key stage at which it is delivered.

Annex A to SRE Policy

KEY STAGE 3		SUBJECT
Attitudes and values	<ul style="list-style-type: none"> • Develop positive values and a moral framework that will guide their decisions, judgements and behaviour. 	PSHCE / RE
	<ul style="list-style-type: none"> • Think about topical political, moral, social and issues. 	PSHCE / Humanities
	<ul style="list-style-type: none"> • Justify their opinions on such issues orally and in writing. 	PSHCE / Humanities
	<ul style="list-style-type: none"> • Behave responsibly within friendships and sexual relationships. 	PSHCE
	<ul style="list-style-type: none"> • Consider the nature of relationships with family and friends, including domestic abuse, unrealistic expectations and peer pressure. 	PSHCE
	<ul style="list-style-type: none"> • Respect for individual conscience. 	PSHCE
	<ul style="list-style-type: none"> • The effects of stereotyping, prejudice and discrimination, bullying and stigmatisation. 	PSHCE
	<ul style="list-style-type: none"> • Avoid exploiting others. 	PSHCE