

The Wings' CE Trust

Sex and Relationships Education Policy



Committee:	
Approved on:	
Next review date:	

Psalm 36:7

How precious is Your loving devotion, O God, that the children of men take refuge in the shadow of Your wings.

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1. Aims:

'Be completely humble and gentle; be patient, bearing with one another in love. Make every effort to keep the unity of the Spirit through the bond of peace' Ephesians 4:2 – 3

'We are all created by God and made in his image, that this follows the imperative of Christian love and how we live it out, and that this follows the strong Christian ethos inherent in this school.'

The aims of sex and relationship education (SRE) within our Trust are to:

- To deliver SRE in line with the Christian Ethos of the school
- 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. 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](#).

At The Wings' CE Trust we teach SRE as set out in this policy.

3. 3. 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. Parent/stakeholder consultation – parents and any interested parties were invited to share their thoughts on the teaching of SRE
4. Pupil consultation – we investigated what exactly pupils want from their SRE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. 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. 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 in Y6 relating to the Wigan PSHE&C scheme of Work

Across all Key Stages, pupils will be supported with developing the following skills at an age appropriate level:

- 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
- Personal hygiene

These skills are taught within the context of family life.

6. 6. Roles and responsibilities

6.1 The governing board

The Trustee board will approve the SRE policy, and hold the headteacher to account for its implementation.

6.2 The headteacher

The headteacher is responsible for ensuring that SRE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] 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/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 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, ground rules are set at the beginning of the sessions.

7.7. 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 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.

8.8. Training

Staff are trained on the delivery of SRE and it is included in our 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 as and when appropriate.

9.9. Monitoring arrangements

The delivery of SRE is monitored by the headteacher through:

Insert details of monitoring arrangements, such as planning scrutinies, learning walks, etc.

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

This policy will be reviewed by Lisa Boardman every three years. At every review, the policy will be approved by the board of Trustees.