



Queen Elizabeth High School Policy

Sex and Relationship Education

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Policy and Document Links:

Accessibility Policy
Compliments and Complaints Policy
Education Act 1996
Equality Policy
Safeguarding and Child Protection Policy

Policy Type: Statutory

Publication: Website

Amendments: See Policy Amendment Record

(1) 01.09.17

(2) 01.09.17

Rationale

Queen Elizabeth High School aims to meet its statutory duty to deliver Sex and Relationship Education (SRE) by:

- Providing a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies
- Ensure that our need to respect all members of our community is at the forefront of our minds when delivering SRE

Statutory requirements

Academies do not have to follow the National Curriculum and as such, are not obliged to teach SRE. If 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 Queen Elizabeth High School we teach SRE as set out in this policy.

Policy Development

This policy has been developed in consultation with staff, students and parents. The ever changing nature of PSHE delivery including SRE, and the increased and diverse threats posed to the safety of students necessitate that this is an ongoing process.

The named member of staff with responsibility for oversight of SRE within Queen Elizabeth High School is Mrs K Lane, Assistant Headteacher, DSL, SPOC and Senco who will work closely with the school PSHE Coordinator Miss L Gwilliam in delivering effective SRE to our students.

It is the responsibility of these named staff to monitor the content and delivery in line with this policy, consult on potential changes to delivery and policy with students, staff and parents/Governors, adjust policy and delivery accordingly and monitor and update this policy in line with statutory requirements, presenting it to the Governing Body for adoption before the start of each academic year.

Definition of SRE

SRE is about the emotional, social and cultural development of students, 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. Parents/Carers who have concerns as to the nature of the topics covered in delivering SRE should in the first instance discuss these concerns and their wishes with Mrs Lane who can be contacted by direct email klane@queenelizabeth.hereford.sch.uk.

Delivery of SRE

SRE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum, primarily through dedicated "Drop-Down" days, tailored to specific year groups as appropriate. Biological aspects of SRE are taught within the science curriculum, and other aspects are included in Ethics, Philosophy and Religion.

Students also receive stand-alone sex education sessions delivered by a trained health professional within the Drop-Down Day programme.

Individual access to a dedicated School Nurse and Drop-in sessions further promote the delivery of effective SRE at Queen Elizabeth High School.

Students 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
- Appropriate online interaction and safety

These skills are taught within the context of family life.

Roles and Responsibilities

The Governing Body has delegated the approval of this policy to the Headteacher.

The Headteacher is responsible for ensuring that SRE is taught consistently across the school, and for managing requests to withdraw students from components of SRE.

Staff are responsible for:

- Delivering SRE in a sensitive way
- Modelling positive attitudes to SRE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from 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 or the named member of staff with responsibility for SRE which is Mrs K Lane.

Students are expected to engage fully in SRE and, when discussing issues related to SRE, treat others with respect and sensitivity in line with the ethos of our school.

Parents'/Carers Right to Withdraw

Parents'/Carers have the right to withdraw their children from 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 students' educational file. The Headteacher will discuss the request with Parents'/Carers and take appropriate action. This normally will be to exceed to the wishes of the Parent/Carer, make alternate provision for the student(s) at the time SRE is taking place and continue to update Parents'/Carers so that changes in their wishes at a later time can be accommodated. Alternative work will be given to students who are withdrawn from SRE.

Training

Staff are trained on the delivery of SRE as part of their induction and aspects of it are included in our Continuing Professional Development provision.

The Headteacher will also invite visitors from outside the school, such as the School Nurse or sexual health professionals, to provide support and training to staff teaching SRE.

Monitoring Arrangements

The delivery of SRE is monitored by Mrs K Lane in collaboration with Miss L Gwilliam through:

- Ensuring relevant aspects are planned for in the annual delivery programme of PSHE/SRE
- Suitable materials are devised and provided to staff with appropriate training
- Monitoring the effectiveness of SRE during Drop-Down Days through observation of sessions
- Providing a respectful attitude to the wishes of Parents/Carers
- Reviewing the effectiveness of materials used in SRE
- Working closely with the School Nurse and other professionals to deliver appropriate SRE
- Monitoring and ensuring the sexual safety of students, advising as appropriate in line with our safeguarding responsibilities
- Ensuring equality of access to SRE

This policy will be reviewed annually to take account of legal and/or other developments or sooner if it contravenes in any way legal compliance.

Policy Amendment Record

Number:	Date:	Amended by:	Details and Location:
1	01.09.17	M Farmer	Checked against The Key Compliance Tracker, adjustments to some terminology to ensure compliance and clarification of interpretation.
2	01.09.17	M Farmer	Style change to incorporate change to school name. References to old name changed to reflect new name. Shelf ready from September 1 st 2017.