



“Let your light shine before others”

Matthew 5 v 16

The following policy is reflective of our deeply held Christian Vision and Values .

Vision

We are committed to creating a safe, happy and enriching environment where we all aspire to thrive, achieve and celebrate success together.

Our aim is to promote the dignity and well-being of every child and staff member and ensure they flourish in the course of their journey with us.

Values

Our core Christian values of Hope, Wisdom , Community and Joy underpin all that we strive to achieve to enable our ‘light to shine before others’ Matthew 5 v 16

RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

1. Legislation

Guidance from the DfE under sections 34 and 35 of the Children and Social Work Act 2017 makes Relationships Education and Health Education statutory in all Primary, Middle, Secondary and All-Through schools. This new guidance replaces the DfE Sex and Relationships Education Guidance from 2000. The guidance is mandatory from September 2020.

Relationships Education	Relationships and Sex Education	Health Education
All schools providing primary education, including all-through schools and middle schools (includes schools as set out in the Summary section).	All schools providing secondary education, including all-through schools and middle schools (includes schools as set out in the Summary section).	All maintained schools including schools with a sixth form, academies, free schools, non-maintained special schools and alternative provision, including pupil referral units.

2. Rationale

Sex and Relationships Education (SRE) is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable, loving and non-exploitative relationships; family life and the values of respect, love and care. It is also about the teaching of sex, sexuality and sexual health.

3. Aims

- 3.1 To develop self-respect and respect, empathy and consideration for others.
- 3.2 To enable pupils to understand their own and others’ physical, emotional, social and intellectual development.
- 3.3 To learn about human sexuality, reproduction and sexual health.
- 3.4 To learn to manage emotions and relationships confidently and sensitively,

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Date Last Reviewed:	October 2020
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- 3.5 To learn about staying safe and building positive relationships and behaviours online.
- 3.5 To prepare pupils for the challenges and responsibilities which sexual maturity brings.
- 3.6 To learn the value of family life in all its forms and the importance of stable and loving relationships for the nurture of children.
- 3.7 To enable pupils to develop knowledge understanding and critical thinking in order to facilitate personal decision making.
- 3.8 To learn to make choices based on an understanding of difference and with an absence of prejudice.
- 3.9 To learn how to manage conflict.
- 3.10 To learn how to recognise and avoid exploitation and abuse.
- 3.11 To inform pupils where they can go for further advice.

4. Procedures and Practice

- 4.1 The SRE programme is delivered through PASHE lessons, with additional contributions made by Science, PE and Computing. (See appendix). It is appropriate to the age and development of the pupils.
- 4.2 Staff who deliver the SRE programme are appropriately trained and foster an environment where questions can be asked and answered without embarrassment.
- 4.3 The overview and co-ordination of the taught curriculum is the responsibility of the Deputy Headteacher (Teaching & Learning).
- 4.3 Parents/carers who wish their child to be wholly or partly withdrawn from the elements of the sex education programme., which go beyond the national curriculum requirements must write to the Headteacher. (From September 2020 parents do not have the right to withdraw their child from lessons on Relationships or Health Education or the Science Curriculum). On request, materials used to deliver the SRE programme can be made available to parents/carers.
- 4.4 The Academy has a strong pastoral team of tutors and Pastoral Team Leaders who support pupils with friendship and other day-to-day relationship or personal issues.
- 4.5 The Academy has a Designated Safeguarding Lead and Deputy Leads who work closely with the pastoral team and appropriate outside agencies.

5. Review and Evaluation

- 5.1 Trustees Teaching and Learning Committee will review and evaluate this.

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