

Unity Academy



Sex and Relationship Education (SRE) Policy

Approved by: Mr. S Cooke (Principal)

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1. Aims

During their time in the academy, pupils and students will experience physical, psychological and emotional changes. At the same time, they will become aware of changing social practices and conflicting values. This policy and the subsequent SRE programme of study have been devised with the intention of helping students to form sensible, informed, mature and balanced judgments. Important features of SRE at Unity Academy are the encouragement of children to have due regard for moral considerations and the value of family life, within the following moral values framework:

- Respect for self
- Respect for others
- Responsibility for own actions
- Responsibility for family, friends and the school community

Key aims:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty and adult life and to 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 children to develop the correct vocabulary to describe themselves and their bodies

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](#).

Academies overall 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 Unity Academy we teach SRE as set out in this policy, our academy funding agreement and articles of association.

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 attend a meeting about the policy
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. 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

Human reproduction will be taught through the age appropriate programmes of study of the Science Faculty, as part of the biological science component. All students will be taught about the following:

- Human reproduction, including the development of the embryo and childbirth
- Personal hygiene and physical changes at puberty
- Methods of contraception and abortion
- Sexually transmitted diseases, including HIV
- The law relating to sexual activity

When studying history and geography, children will regularly consider a range of moral and ethical issues including the implications of population growth and ways of managing and ultimately limiting this

The programme of study within religious education specifically considers the moral issues linked to sexual matter.

Other aspects of SRE are delivered through lessons in PSHE (Personal Development – PD), including the specific delivery of (age appropriate) sex education including to students in Years 10 and 11.

Examples of primary age provision:

At Key Stage 1 (5-7 years):

- Animals (including humans) move, feed, grow, use their senses and reproduce
- Humans and other animal can produce offspring and that these grow into adults
- To recognise similarities and differences between themselves and others

At Key Stage 2 (7-11 years)

- The life processes common to humans and other animals to include nutrition, movement, growth and reproduction
- About the stages of the human life cycle

Suitable guest speakers will be used at the discretion of staff to supplement and enrich PSHE schemes of work. This will include relevant films, videos and text books.

All students will have equal access to SRE programmes of study.

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 trained health professional/s.

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.

6. Roles and responsibilities

6.1 The governing board

The governing board has delegated the approval of this policy to the Principal.

The governing board will hold the Principal to account for the implementation of this policy.

6.2 The Principal

The Principal 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

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 Principal.

6.4 Pupils

Pupils are expected to engage fully in SRE and when discussing issues including those related to SRE (and at all times) to treat others with respect and sensitivity.

7. Parents' right to withdraw

Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory (non-science) components of SRE

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 Principal. A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from SRE.

8. Training

Staff are trained in the delivery of SRE as part of the Unity Academy continuing professional development calendar, with specific guidance and resources provided.

The Principal 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 through questionnaire and informal feedback, planning scrutiny, learning walks and learning impact assessments.

Pupils' development in SRE is monitored by Class, Form and subject teachers as part of our internal assessment and monitoring systems.

The Senior Vice Principal (curriculum) will oversee and quality assure delivery and impact

This policy will be reviewed by the Senior Vice Principal (behavior, guidance and welfare) every 3 years and updated more regularly (in line with statutory guidance) as required.

At every review, the policy will be approved by the Principal on behalf of the Academy Council.