



SILS Sex and Relationship Education Policy



1. Aims

In line with the SILS vision of providing a learning environment where learners are inspired to achieve and develop into confident resilient responsible young adults, **the schools sex and relationship education (SRE) policy aims to:**

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual, emotional and moral development; along with 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

2. Statutory requirements

Under [section 3.6 of the National Curriculum](#), SRE is compulsory in secondary schools from year 7 onwards; and with regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

The updates to statutory guidance mean that Sex and Relationship Education (SRE) and Health Education (HE) will be compulsory in all schools (with some exceptions) by September 2020. At SILS arrangements are in place for revised suite of Relationship and Sex Education curriculum to be introduced as part of the PSHE framework for all students across the school from 1 September 2019, thereby ensuring compliance.

3. Policy development

This policy has been developed in consultation with staff, students, parents and governors. The consultation and policy development process involved the following steps:

1. Review – a member of staff (and the healthy schools working group) pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to read through, review the policy and make recommendations
3. Parents /stakeholder consultation – copies of the policy was sent to parents and professionals with comments and contributions invited
4. Student consultation – we investigated what exactly students want from their SRE through discussions in PSHE and tutor groups
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 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.

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 social emotional aspects of learning (SEAL).

Students also receive stand-alone sex education sessions delivered by a trained health professional.

Across all Key Stages, 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

These skills are taught within the context of family life.

6. Roles and responsibilities

6.1 The management committee

The management committee 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 students 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 students
- Responding appropriately to students 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 Students

Students are expected to engage fully in SRE and, when discussing issues related to SRE, treat others with respect and sensitivity.

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 student's educational record. The headteacher will discuss the request with parents and take appropriate action.

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

8. Training

Staff are trained on the delivery of SRE as part of their induction and continuing professional development. Lead teachers for PSHE will have access to guidance and support from the LA adviser for SRE and PSHE.

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.

9. Monitoring arrangements

The delivery of SRE is monitored by senior leaders through line management of staff, lesson plan scrutiny's, learning walks, lesson observations, etc.

Students' development in SRE is monitored by teachers through internal assessment systems.

This policy will be reviewed once every two years

Date of policy: 13 June 2019

Approved by:	[Name]	Date:
Last reviewed on:	[Date] 25.02.2020	
Next review due by:	[Date] January 2022	

(Policy will be presented to full management committee on 3 March 2020)