



Alsager School
An Achieving School - A Caring Community

SRE POLICY - FOLLOWING CONSULTATION

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Policy presented to the FGB on 30/6/21
and approved by Chair on 14/09/21.

Chair of Committee: Mrs
Joyce Halsall

Signature:

Date: June 9th 2021

Signatures:

Chair of Governors:

Mr Lindsay Purcell

Date: 15/07/2021

Vice Chair of Governors:

Mr Carl Cooke

Date: 15/07/2021

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Sex and relationship education policy (from 2020)

Alsager School

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1. Aims

The aims of sex and relationships education (SRE) at our school are to:

- 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
- Promote the SPIRIT values of Self-regulation, Participation, Integrity, Resilient, Inspired, Tolerant and kindness in keeping with the school ethos.

2. STATUTORY REQUIREMENTS

At Alsager School we teach SRE as set out in this policy.

As a secondary academy school we must provide SRE to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching SRE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

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. CURRICULUM

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

6. DELIVERY OF SRE

SRE is taught within the personal, social, health and economic (PSHE) education curriculum during SPIRIT lessons and SPIRIT form times. Biological aspects of SRE are taught within the science curriculum (in the core lessons of Science) and other aspects are included in religious education (RE).

SRE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our SRE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (we understand that families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures. We look to include inclusive examples of families when discussing families) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. ROLES AND RESPONSIBILITIES

7.1 The governing board

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

The governing board has delegated the approval of this policy to the Designated Safeguarding Lead, Adele Snape.

7.2 The Head of School

The head of school is responsible for ensuring that SRE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of SRE (see section 8).

7.3 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 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 head of school. Training opportunities will be made available and staff should talk to the SPIRIT team if they are feeling uncomfortable.

At Alsager School the Designated Safeguarding Lead, Adele Snape has overall responsibility for the teaching of SRE. The curriculum planning and content is lead by the SPIRIT co-ordinators Jayde Edwards for KS3 and Jenny Doran for KS4.

7.4 Pupils

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

8. PARENTS' RIGHT TO WITHDRAW

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within SRE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the child's Head of College.

A copy of withdrawal requests will be placed in the pupil's educational record. The Head of College will discuss the request with parents and take appropriate action, informing staff on a need to know basis.

Alternative work will be given to pupils who are withdrawn from sex education. This will be appropriate to the age and ability of the pupil and dependent on where the lessons fall during the school year so that the work is bespoke to that student.

9. TRAINING

Staff are trained on the delivery of SRE as part of their induction and it is included in our continuing professional development calendar. Training will always be offered to staff who feel they need additional support in teaching the content of SRE.

The head of school 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.

10. MONITORING ARRANGEMENTS

The delivery of SRE is monitored by Adele Snape, Deputy Headteacher through:

- regular learning walks
- regular work scrutiny
- student voice
- staff voice

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

This policy will be reviewed by Adele Snape, Deputy Headteacher. At every review, the policy will be approved by Governors at the Curriculum and Personnel Governing Body meetings.

Appendix 1: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • An open discussion about marriage and how it is an important relationship choice for many couples and why it must be freely entered, but is also not seen as important for many. • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal • That peer-on-peer abuse is unacceptable.

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • Open debate about the benefits of online and digital media and precautions that can be made to stay safe online . • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content; defining what harmful content is as well as age appropriate content. • That specifically sexually explicit material e.g. pornography can present a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. An open discussion around pornography and usage. • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online • That peer-on-peer abuse is unacceptable; it is not a part of growing up, or banter. • The legalities of sharing images and videos online/ through messages. • How to get further help if you have shared an image or video/ or received an image or video and who can help. Further support made available for students in this situation.

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none">• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).• We will talk about consent and what it means at KS3, to ensure that all students are clear on the meaning.

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment and contraception. • The legalities of sexual activity and consent laws

Appendix 2: Parent form: withdrawal from sex education within SRE

TO BE COMPLETED BY PARENTS/ CARERS			
Name of child		Class	
Name of parent/ carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/ Carer signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/ carers	