



THE
**WALDESLADE
& GREENACRE**
SCHOOLS PARTNERSHIP

Sex & Relationships Education (SRE) Policy

| Key Document Details: | | | |
|-----------------------|-----------------------|-----------------------|---------------|
| Author: | Assistant Headteacher | Department: | Education |
| Reviewer: | Headteacher | Version No: | 1.1 |
| Last Review: | February 2025 | Next Review: | February 2027 |
| Approver: | Local Governing Body | Date Ratified: | February 2025 |

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Statement of Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of their:

- Age.
- Sex.
- Race.
- Disability.
- Religion or belief.
- Gender reassignment.
- Pregnancy or maternity.
- Marriage or civil partnership.
- Sexual orientation.

The school will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for pupils with the above protected characteristics.

The school will design the Personal Development (PD) and SRE (Sex & Relationships Education) curriculum to be inclusive of all pupils. The school will be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to their characteristics, e.g. SEND or being LGBTQ+. Teachers will understand that they may need to liaise with the SENCO and be more explicit and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.

Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law.

The school will take steps to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic.

The school will be actively aware of everyday issues such as sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and managed promptly. Sexual violence and sexual harassment are not acceptable and will not be tolerated. Any reports of sexual violence or sexual harassment will be handled in accordance with the school's Child-on-child Abuse Policy.



Aims

The aims of sex and relationship 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.
- We also aim to prepare students for an adult life in which they can:
 - Develop a personal identity, and to be able to value themselves and others.
 - Develop positive social interactions, and the skills to live and work with others.
 - Learn how to be good parents and be able to make informed decisions in relation to their future families.

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. At WGSP we teach SRE as set out in this policy, in accordance to The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, which makes Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010.
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- Children and Social Work Act 2017.
- DfE (2022) 'Keeping children safe in education'.
- DfE (2021) 'Teaching about relationships, sex and health'.
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'.
- DfE (2015) 'National curriculum in England: science programmes of study'.



Policy Development

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

- Review - a member of staff or working group pulled together all relevant information including relevant national and local guidance.
- Staff consultation - school staff were given the opportunity to look at the policy and make recommendations.
- Parent/stakeholder consultation – parents are always invited to share their views via email and Parent Forum.
- Pupil consultation - we investigated what exactly pupils want from their RSE.
- Ratification - once amendments were made, the policy was shared with governors and ratified.

Roles and Responsibilities

The Local Governing Body

The Local Governing Body will approve the SRE policy, and hold the Headteacher to account for its implementation. The Local Governing Body will also:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the RSHE curriculum is well-led, effectively managed and well-planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring that teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information to parents on the subject content and the right to request that their child is withdrawn.
- Ensuring SRE is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Creating and keeping up-to-date a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.

The Headteacher

The Headteacher will be responsible for:

- The overall implementation of this policy.
- Ensuring all staff are suitably trained to deliver the subjects.
- Ensuring parents are fully informed of this policy.
- Reviewing all requests to withdraw pupils from non-statutory elements of the RSHE curriculum.
- Discussing withdrawal requests with parents, and the pupil if appropriate, to ensure their wishes



are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.

- Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents to be involved in consultations regarding reviews of the school's RSHE curriculum.
- Reviewing this policy on an annual basis.
- Reporting to the governing board on the effectiveness of this policy and the curriculum.

The SRE (PD) Subject Leader

The SRE subject leader will be responsible for:

- Overseeing the delivery of SRE as part of the PD (Personal Development) curriculum.
- Working closely with colleagues in related curriculum areas to ensure the SRE curriculum compliments, and does not duplicate, the content covered in other curriculum subjects.
- Ensuring the curriculum is age-appropriate and of high quality.
- Reviewing changes to the SRE curriculum and advising on their implementation.
- Monitoring the learning and teaching of SRE, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Helping to develop colleagues' expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to SRE.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing pupil performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Headteacher.

The Designated Safeguarding Lead (DSL)

The DSL will be responsible for:

- Offering advice and consultation for safeguarding-related subjects in the SRE curriculum.
- Promoting knowledge and awareness of safeguarding issues amongst staff.
- Being an appropriate point of contact for staff who have concerns about the welfare of a pupil that have arisen through the teaching of SRE.

SRE Subject Teachers

Subject teachers will be responsible for:



- Acting in accordance with, and promoting, this policy.
- Delivering SRE in a manner that is sensitive, of high quality and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to SRE.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
Liaising with the SRE subject leader on key topics, resources and support for individual pupils.
- Monitoring pupil progress in SRE.
- Reporting any concerns regarding the teaching of SRE or health education to the SRE subject leader or a member of the SLT.
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the DSL.
- Responding appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

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 PD lead.

The SENCO

The SENCO will be responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

Pupils

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

Organisation of the PD and SRE curriculum

For the purpose of this policy:

- “PD” is used to refer to the overall programme of relationships, sex and health education.
- “SRE” refers to relationships and sex education and is defined as teaching pupils about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.



- **“Health education”** is defined as teaching pupils about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.

The PD curriculum has been developed, and will be monitored and reviewed, in consultation with teachers, pupils and parents, and in accordance with DfE recommendations.

We will gather the views of teachers, pupils and parents in the following ways:

- Questionnaires / surveys
- Meetings
- Letters
- Training sessions

The majority of the PD curriculum is delivered through PD lessons with statutory elements taught via the science curriculum. The RSHE subject leader will work closely with their colleagues in related curriculum areas to ensure the curriculum compliments and does not duplicate the content covered in national curriculum subjects.

The school will ensure that the curriculum remains in line with the DfE’s ‘Relationships and Sex Education (RSE) and Health Education’ (2019) guidance at all times.

The school will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of circumstances in the local area. The religious background of all pupils will also be considered when planning teaching, to ensure all topics included are appropriately handled.

The PD curriculum will be informed by topical issues in the school and wider community, to ensure it is tailored to pupils’ needs, e.g. if there was a local prevalence of specific sexually transmitted infections, the curriculum would be tailored to address this issue.

Curriculum

Our curriculum is set out as per Appendix A and while we include all recommended topics in Appendix A we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, considering 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.

Definition

Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education or as part of the Ethics, Philosophy and Religion curriculum.



A comprehensive programme of SRE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

SRE involves a combination of sharing information, and exploring issues and values.

SRE is not about the promotion of sexual activity.

Delivery of SRE

SRE is taught within the Personal Development (PD) curriculum and covers personal, social, health and economic (PSHE) education curriculum. Biological aspects of SRE are taught within the science curriculum, and other aspects are included in ethics. This is all part of our wider PD curriculum.

Whilst other subjects contribute to SRE it is important that the programme is comprehensive and coherent, which is discretely delivered in the curriculum. Children's and young people's learning in SRE will fundamentally improve by a positive ethos in the school.

All activities in school contribute to the ethos, and therefore to SRE, such as the work of lunch-time supervisors in the playground and canteen, through assemblies, and extra-curricular activities.

Effective teaching of SRE involves a range of teaching strategies, including group work, form time, debate, discussion, role-play, video, and the use of visitors and outside agencies.

In addition, WGSP believes that SRE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people.
- Encourage every student to contribute to make our community and aims to support each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.
- Aim to educate students about sex and the law to enhance understanding that violation of an



individual can lead to prosecution.

Sex and Relationship Education in this school has three main elements:

- Attitudes and Values.
- Personal and Social Skills.
- Sex and Relationship education.

WGSP specifically delivers Sex and Relationship Education through its PD curriculum, ethics and science lessons at KS3, and KS4.

Much of the Sex and Relationship Education at WGSP takes place within PD lessons at key stage three. These lessons are given discrete time within the school timetable, students at key stage three are given 60-minute sessions of PD per week. PD teachers generally deliver the PD Curriculum, however where possible they are supported from professionals. SRE lessons are set within the wider context of the PD curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included.

Any SRE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

Assessment is carried out at the end of the Sex Education unit of work (usually after 6-7 weeks) and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes. Much of the learning in SRE is sensitive and of a highly personal nature so assessment needs to be carried out with considerable discretion. Any assessment made will contribute to the overall assessment of the pupil's progress in terms of personal development.

Curriculum Links

The school will seek opportunities to draw links between PD and other curriculum subjects wherever possible to enhance pupils' learning. PD will be linked to the following subjects:

- **Ethics** - pupils are taught about different religions and ethnicities.
- **Science** - pupils are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
- **ICT and computing** - pupils are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.
- **PE** - pupils can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.
- **Personal Development** - pupils learn about respect and difference, values and characteristics of



individuals.

- **Food Technology** - pupils learn about food from different countries and cultures, and how to make healthy diet choices.

Working with Parents

The school understands that parents' role in the development of their children's understanding about relationships, sex and health is vital and will, therefore, engage parents as far as possible in their children's learning. This will include providing parents with frequent opportunities to understand and ask questions about the school's approach to RSHE.

The school will consult closely with parents when reviewing the content of the school's RSHE curriculum, and will be given regular opportunities to voice their opinions and concerns. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content, and all final decisions will be the schools to make.

When in consultation with parents, the school will provide:

- The curriculum content, including what will be taught and when.
- Examples of the resources the school intends to use to deliver the curriculum.
- Information about parents' right to withdraw their child from non-statutory elements of RSHE.

The school will remain aware that the teaching of some aspects of the curriculum may be of concern to parents. If parents have concerns regarding SRE delivery, and that they will need to submit these to the Headteacher at headteacher@wgsp.org.uk

Working with External Agencies

Working with external agencies will be used to enhance our delivery of PD and SRE and bring in specialist knowledge and different ways of engaging pupils. External experts may be invited to assist from time-to-time with the delivery of the PD and SRE curriculum but will be expected to comply with the provisions of this policy.

When working with external agencies, the school will:

- Check the visitor credentials of all external agencies.
- Ensure the teaching delivered by the external experts fits with the planned curriculum and provisions of this policy.
- Discuss with the visitor the details of how they intend to deliver their sessions and ensure the content is age-appropriate and accessible for all pupils.
- Request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of pupils' needs.
- Agree with the agency on how confidentiality will work in any lesson and that the visitor



understands how safeguarding reports must be dealt with in line with the school's Child Protection and Safeguarding Policy.

The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.

Parents' Right to Withdraw

Parents' have the right to withdraw their children from components of SRE but not relationship education. Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action.

At WGSP we work very closely with parents to ensure any issues or needs are being met. We make sure that this policy, yearly overviews and schedules are readily available on our website so that parents are able to raise any specific concerns or choose to withdraw their children from any specific components of SRE.

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

Training

More expert or specialist teachers support those PD teachers who are uncomfortable or inexperienced with teaching certain aspects of the curriculum. Support is offered from the PD co-ordinator (Mrs S Callahan) who will help with planning or delivering lessons if required.

Training will be provided by the PD subject leader to the relevant members of staff on a termly basis to ensure they are up-to-date with the PD and SRE curriculum. Training will also be scheduled around any updated guidance on the curriculum and any new developments, e.g. "sexting", which may need to be addressed in relation to the curriculum.

The PD co-ordinator alongside the Headteacher and the pastoral team 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.

Appropriately trained staff will be able to give pupils information on where and how to obtain confidential advice, counselling and treatment, as well as guidance on emergency contraception and their effectiveness.

Monitoring Arrangements

The PD subject leader will be responsible for monitoring the quality of teaching and learning for the subject. They will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Self-evaluations.



- Lesson observations / drop ins.
- Topic feedback forms.
- Learning walks.
- Work scrutiny / book looks.
- Lesson planning scrutiny.
- Curriculum journey, LTP and MTP reviews.

The PD subject leader will create annual subject reports for the headteacher and governing board to report on the quality of the subjects. They will also work regularly and consistently with the headteacher and PD link governor, e.g. through monthly review meetings, to evaluate the effectiveness of the subjects and implement any changes.

This policy will be reviewed by the headteacher in conjunction with the PD subject leader on an annual basis.

Any changes needed to the policy, including changes to the programmes, will be implemented by the headteacher. Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and pupils, involved in the PD curriculum.

The next scheduled review date for this policy will be November 2024.



Appendix A



Equality Impact Assessment

| Who is the policy or process intended for? | Pupils | Employees | Govs/ Trustees | Volunteers | Visitors |
|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Status of the policy or process: | New policy or process | | | Existing policy or process | |
| | <input type="checkbox"/> | | | <input checked="" type="checkbox"/> | |
| Analysis | | | | | |
| Protected Characteristic | Impact analysis | | | Explanation of impact analysis | |
| | Positive | Neutral | Negative | | |
| Age: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Disability: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Sex: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Gender reassignment: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Race: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Religion or belief: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Sexual orientation: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Marriage or civil partnership: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Pregnancy and maternity: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Pupil groups (PP/SEN/CLA): | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Evaluation and decision making | | | | | |
| Summary of action taken: | | | | | |
| Final decision: | | | | | |

