



## Policy Reference C12

### SRE Policy

Every school within Cumbria Futures Federation aims to provide a safe and hardworking environment where every child can be successful, whatever their abilities.

#### **Our Values**

- Courage and Compassion
- Inclusion and Equality
- Respect and Courtesy
- Optimism and Perseverance
- Forgiveness and Tolerance
- Ambition and Achievement

Version No	Author/Owner	Date Written	Note of amendments made
01-2018	JR	October 2018	New policy created from model policy, to be reviewed by staff, consultation with parents and students before approval by Governors.
01-2020	JR	October 2020	Updated and refreshed
2022-01	JR	September 2022	Updated and checked by SLT
2023-01	JR	September 2023	Reviewed by SLT
2024-01	JR	Oct 2024	Sense checked and refreshed.

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### 1. Aims

The aims of sex and relationship education (SRE) at all the schools within our Federation are to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and 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
- All of these aims are underpinned by our Federation's core values.

### 2. Statutory requirements

At all schools within Cumbria Futures Federation, we teach SRE as set out in this policy.

Under [section 3.6 of the National Curriculum](#), SRE is compulsory from year 7 onwards.

Secondary schools must 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, students 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. Student consultation – we investigated what exactly students 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 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 Personal Development curriculum within our schools. These approaches include coverage of 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). This is complimented by special lessons on a rolling annual basis which cover some elements of the SRE curriculum in gender- and age-specific groups.

Where possible, 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 value, attitudes, skills and knowledge:

- The importance of values, individual conscience and moral considerations, the value of marriage, family life and stable relationships, the value of respect, love, care and relationships that are healthy, equal and safe and how to explore, consider and understand moral dilemmas
- Communication, including how to manage changing relationships and emotions
- How to challenge stereotypes and gendered expectations for both boys and girls (including the gender expectations of sex portrayed through pornography) and the damage it causes to relationships.
- Develop critical thinking, informing part of decision making process
- Recognising and assessing potential risks, including those risks related to mobile, online and other technologies; learn and implement strategies to keep safe both on and offline
- Assertiveness
- How to recognise and avoid abuse, control and exploitation, and how to seek help if they are being abused / exploited
- Self-respect and empathy for others, including awareness of different families and sexualities and the knowledge and ability to challenge stereotyping, transphobic, homophobic and generally inappropriate language.
- Recognising and maximising a healthy lifestyle including consideration the impact of the media on body image and portrayal of all genders
- Managing conflict

These skills are taught within the context of family life.

## **6. Roles and responsibilities**

### **6.1 The governing board**

The governing board 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 and 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 and 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 and 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 it is included in our continuing professional development calendar.

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 our Deputy Headteachers through normal school monitoring activities including work scrutinies, regular lesson visits and scrutiny of long term planning in relevant curriculum areas.

Students' development in SRE is monitored by class teachers as part of our internal assessment systems and is carried out as part of the Personal Development assessment processes.

This policy will be reviewed by our Deputy Headteachers on an annual basis. At every review, the policy will be approved by our Federation Governing Body.