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## SRE Policy

Our mission is “to deliver excellence in education and to transform lives through learning”, bringing to life our core values of empowerment, enterprise, connectedness and transformation. We work hard to ignite confidence, expand opportunities, energise the community and generate prosperity.

These values are further supported by [our learning philosophy](#), rooted in the dynamics between the brain, motivation and our emotions.

### Policy Statement

This policy sets out expectations regarding Sex and Relationship Education. Academies do not have to teach SRE but must teach a broad and balanced curriculum. When teaching SRE, it is a statutory requirement for academies to have an SRE policy. ALET school’s curriculum is delegated to the individual school and the Local Governing Committee to ensure that where an ALET School does not teach SRE it does have a broad and balanced curriculum.

This policy is relevant **only** for ALET Schools that teach SRE as part of their curriculum, please refer to individual school websites.

## Contents

1. Aims
2. Statutory requirements
3. Definition
4. Delivery of SRE
5. Roles and responsibilities
6. Parents’ right to withdraw
7. Training
8. Monitoring arrangements

### 1. Aims

The aims of sex and relationship education (SRE) at our schools 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

## 2. 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 as outlined in section 403 of the [Education Act 1996](#).

Due to a variety of setting across ALET, each school will determine locally if they teach SRE. Please refer to the website and curriculum content of each school.

## 3. 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.**

## 4. 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 religious education (RE).

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

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.

## 5. Roles and responsibilities

### 5.1 The Trust Board

The Trust Board will approve the SRE policy, and hold the Leadership Group to account for its implementation.

### 5.2 The Leadership Group (via Headteachers/Principals)

The headteacher/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 6).

### **5.3 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/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.

### **5.4 Pupils**

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

## **6. 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/principal. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher/principal will discuss the request with parents and take appropriate action.

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

## **7. Training**

Staff are trained on the delivery of SRE as part of our continuing professional development calendar.

The headteacher/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.

## **8. Monitoring arrangements**

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

This policy will be reviewed by Deputy CEO every two years. At every review, the policy will be approved by the Trust Board.