



SEX AND RELATIONSHIPS EDUCATION

School Staff were consulted on this document and it was accepted by the Trust.	October 2015
Review Cycle	3 Years

CHANGES – October 2015

		NONE

This is a model policy/procedure which reflects legislation, any relevant statutory and non-statutory guidance and best practice. The responsibility for setting policy and procedure resides with the Governing Body/Trust and as such the relevant body must be satisfied that the content of the policy/procedure suits their requirements and must consult their staff/local trade union representatives prior to its formal adoption. In the this context, Education HR does not negotiate and agree its model policies with the Trade Unions/Professional Associations, although they are consulted and their feedback is considered in the development of the documents.

A model for Schools, Academies & Colleges

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THE TRUST SCHOOLS' POLICY for SEX AND RELATIONSHIPS EDUCATION

Purpose:

This policy explains how the school delivers sex and relationships education and the principles behind this.

It is important that students have their confidence and self-esteem supported whilst being made aware of the responsibilities that attach to sexual activity, the reasons for and benefits to be gained from delaying such activity and of the importance of marriage and stable relationships in family life and the raising of children.

The school is committed to:

- the importance of educating young people to reflect upon their own feelings and values and to understand and respect the feelings and values of others.
- At post 16, there is a commitment to empowering individuals to take responsibility for their choices and decisions, and the associated consequences for their physical, emotional and mental health.

The policy:

It is the policy of the school that students in Years 7-13 will receive, as part of their curriculum, lessons which foster a knowledge and understanding of: the clinical and emotional aspects of human sexuality and reproduction; relationships and the nature of marriage in family life and in respect of raising children; contraception and sexually transmitted infection.

The school believes it is appropriate that students of both genders consider these issues jointly in order to gain a more complete understanding of the processes, emotions and values involved. It is also important that students are given the opportunity, from time to time, to explore and discuss the issues in single gender groups, especially the difference between boys and girls, in order to ensure that all students can access this important area of the curriculum.

The rationale:

Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives. Sex and relationship education goes beyond the biological and addresses the emotional, moral and ethical issues as well as explaining the physical processes and changes that take place. It is important that young people are helped to learn respect for themselves and for others and are able to move with confidence through adolescence and into adulthood.

Guiding principles:

Thought needs to be given to the needs of students from different ethnic or cultural backgrounds and diverse family units and to those with particular educational needs. Particular care needs to be taken to ensure that all students, whatever their developing sexuality, feel that sex and relationship education is relevant to them and sensitive to their needs. Whilst there should be no direct promotion of sexual orientation, staff may deal honestly and sensitively with matters such as sexual orientation, *gender issues and sexual identity*, answer appropriate questions and offer support where this is needed.

Expected outcome:

All students have been provided with knowledge, skills and attitudes that enable them to make well informed decisions about their lives.

Related documents:

Child Protection Policy
Teaching and Learning Policy
Healthy Schools guidance
Anti-bullying Policy
Sex and Relationships Education - school guidance

Review

This policy should be reviewed, as a minimum, every three years.

The SRE programme to be delivered in school should be reviewed on an annual basis to ensure compliance with national guidance for the forthcoming academic year.