



Springwell  
Leeds

**Sex and Relationships  
Education  
(SRE) Policy**

March 2019



WELLSPRING  
ACADEMY TRUST

## **Springwell Leeds Academy Sex and Relationships Education (SRE) Policy**

This policy should be read in conjunction with:

- Child Protection Policy
- Behaviour Policy
- Safer Working Practice Guidance
- Keeping Children Safe in Education Guidance
- Exclusions
- Anti-bullying
- SEND Policy

### **Introduction**

#### **Sex and Relationships**

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 1996
- Equality Act 2010

The following documentation is also related to this policy:

- Statutory Guidance on Sex and Relationship Education (DfE)
- Equality Act 2010: Advice for Schools (DfE)

We have a statutory duty to teach human growth and reproduction as set out in the national curriculum for science and that this policy should be readily available to parents.

We believe sex education is best defined as ‘...learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health’. (Sex Education and Relationship Education Guidance)

In this Academy SRE is part of the personal, social and health education curriculum. Through SRE we inform children about sexual issues but in the context of morality and individual responsibility. This allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.

We aim to work closely with parents, carers and governors and to create an ethos that will ensure all pupils receive appropriate, accurate and honest answers to their questions about SRE.

We wish to work closely with the Student Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as an Academy community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

## **Aims**

- To offer all pupils a planned programme of education about human development, relationships, sexuality and family life which is developmental and appropriate to the age and maturity of the child.
- To teach sexuality within a moral framework emphasising stable relationships and family life.
- To encourage pupils to develop a positive attitude to all body functions.
- To help children understand that they have rights over their bodies.
- To help pupils recognise peer social pressure and boost self esteem.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools, the Wellspring Trust and the local authority to share good practice in order to improve this policy.

## **Responsibility for the Policy and Procedure**

### **Role of the Governing Body**

The Governing Body has:

- appointed a member of staff to be responsible for Personal, Social and Health Education;
- delegated powers and responsibilities to the Executive Principal to ensure all school personnel and stakeholders are aware of and comply with this policy;
- produced a policy outlining the rationale and organisation of the Sex and Relationships Education (SRE) programme;
- a duty to inform parents of the policy;
- a duty to inform parents of their right of withdrawing their child from all or part of the school's SRE programme if they so wish
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated equalities governor (Governor for key pupil groups) to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the Student Council in organising surveys to gauge the thoughts of all pupils;

- ensure link governors:
  - visit the school regularly;
  - work closely with the Executive Principal and Principals;
  - ensure this policy and other linked policies are up to date;
  - ensure that everyone connected with the school is aware of this policy;
  - attend training related to this policy;
  - report to the Governing Body as appropriate;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

### **Role of the Executive Principal**

The Executive Principal will:

- implement the policy;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with link governors;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- organise effective training for the teaching staff so that they can handle any difficult issues with sensitivity
- monitor the effectiveness of this policy by:
  - monitoring learning and teaching through observing lessons
  - monitoring planning and assessment
  - speaking with pupils, school personnel, parents and governors
- report to the Governing Body on the success and development of this policy as required

### **Role of Principals**

Principals will:

- lead the development of this policy throughout the school;
- work closely with the Executive Principal and governors;
- make effective use of relevant research and information to improve this policy;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor;
- report to the Governing Body on the success and development of this policy as required

### **Role of Academy Personnel**

Academy personnel will:

- comply with all aspects of this policy;

- use a variety of teaching methods and resources to deliver the SRE programme;
- implement the Academy's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

### **Role of Pupils**

Pupils will:

- be aware of and comply with this policy;
- listen carefully to all instructions given by the teacher;
- be encouraged to ask questions in order to further develop their knowledge, skills and attitudes;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- liaise with the student council;
- take part in questionnaires and surveys.

### **Role of Parents**

All parents must:

- acknowledge that they have a primary role in their child's SRE programme;
- be fully aware of the school's SRE policy;
- ask any pertinent questions regarding their child's sex education at the school;
- be aware of their right of withdrawing their child from all or part of the SRE programme that we teach in this school
- take part in periodic surveys conducted by the school;

### **Role of the Local Health Authority**

The Academy will use the school nurse service for appropriate advice and support with our SRE programme.

### **Sex Education Programme**

We carry out the main SRE teaching in our Personal, Social, Health Education (PSHE) curriculum.

We also teach some sex education through other subject areas (for example, science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

### **Organisation of the Sex Education Programme**

The organisation and management of our SRE programme is undertaken by:

- The Executive Principal
- Academy Principals
- Teaching staff

- Governors

The planning for the delivery of the programme is managed and organised by Principals on each site. Delivery of this programme will be flexible and it will be delivered through:

- topics;
- planned aspects of science;
- class discussions or circle time,
- assemblies;
- the occasional visit from the school nurse

### **Confidentiality**

The teaching staff will endeavour to respect a child's confidence, unless we consider the child to be at risk. Where confidentiality has to be breached, reasons will be given. Teachers cannot promise a child that they will 'keep a secret'.

### **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with Academy personnel
- communications with home
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

### **Training**

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
  - All aspects of this policy
  - PSHE
  - Curriculum
  - Teaching and Learning
  - Equal opportunities
  - Inclusion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

## **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this Academy.

## **Monitoring the Implementation and Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the Principal and appropriate governors.

**About this policy**

**Written by:** S. Jacques

**Date:** 1/2/19

**Presented to Governors** March 2019

**Ratified by Governors** March 2019

**To be Reviewed by** 1/3/2021