

The Wren School

Sex and Relationships Education policy

Purpose and Background

Sex and Relationship Education (SRE) at The Wren School involves lifelong 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. It is not about the promotion of sexual orientation or sexual activity. (DfEE Guidance 0116/2000)

Schools maintain a statutory obligation under the Children Act (2004) to promote their students' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive SRE programme can have a positive impact on students' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

The Department of Health set out its ambition for all children and young people to receive high quality sex and relationships education in the Sexual Health Improvement Framework (2013), while the Department for Education's paper The Importance of Teaching (2010) highlighted that 'Children need high quality sex and relationships education so they can make wise and informed choices'. This is further supported by the Government's ambition of making SRE statutory in all secondary schools from September 2019 (Policy Statement, March 2017).

At The Wren School some aspects of SRE are taught in science, and others are taught as part of personal, social, health and economic education (PSHE), spiritual, moral social and cultural education (SMSC) and Wellbeing lessons.

The Wren School intends that its programme of SRE should 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.

This policy takes account of all relevant legislation.

Policy objectives

- to fulfil the legal and statutory requirements for delivery of sex and relationships education;
- to provide an inclusive SRE programme that takes account of the needs of all students;
- to improve students' knowledge and understanding about sex and relationships, and to offer guidance about varied attitudes and values, so as to foster strong personal and social skills;

- to provide guidance for staff, students and parents on dealing with sensitive issues within the SRE framework;
- to establish school procedures for parents' right to withdrawal.

Management of the policy

School	This policy is implemented and managed by the Headteacher
Governing body	The Governors' Achievement and Curriculum committee will review and update this policy every two years in line with all relevant legislation.
Approval	Approved by Full Governing Body - March 2018
Next review due	March 2020

Associated policies

Anti-bullying

Curriculum statement

Confidentiality statement (within PSHE policy)

Equal Opportunities

Child Protection and Safeguarding

Ethos and values statement

Personal Social and Health Education

Practice and procedures

The SRE programme reflects the school ethos and demonstrates and encourages the following values:

- respect for self;
- respect for others;
- responsibility for one's own actions;
- responsibility for one's family, friends, school and wider community.

The school recognises that SRE must be taught across all year groups. Parents wishing to see the SRE programme may do so by contacting the school's Headteacher. Parents will be informed when SRE is being delivered, with an invitation to support the work by discussing issues at home. In line with legislation, parents/carers will be given the right to withdraw their

son/daughter from SRE lessons that are supplementary to the requirements of the science national curriculum.

Right to withdraw

Section 241 of the Education Act 1993 gives parents the right to withdraw their children from any or all of the school's programmes of sex education, other than those elements which are required by the National Curriculum Science order. If they wish to do so, parents should write to the Headteacher, stating their objections. Ideally, a meeting will be arranged to discuss these concerns.

SRE and equal opportunities

The Wren School is committed to working towards equality of opportunity in all aspects of school life including the teaching of sex education.

We are aware our students may have varying needs regarding sex education depending on their circumstances and background. The school believes that all students should have access to SRE that is relevant to their particular needs. To achieve this, the school's approach to SRE will take account of:

- Ethnic and cultural diversity – Different ethnic and cultural groups have different attitudes to SRE.
- A variety of home backgrounds – We recognise that our students may come from a variety of different family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.
- Sexuality – Our approach to sex education will include a sensitive, honest and balanced consideration of sexuality. We shall also actively tackle homophobic bullying.
- Special Educational Needs – We will take account of the fact that some students may have learning, emotional, physical or behavioural difficulties that result in particular SRE needs.
- Gender – In general, girls tend to have greater access to SRE, both through the media and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.

Dealing with sensitive issues

Teachers need to be sure that they are aware of potentially sensitive issues which may arise from the teaching and learning of SRE. The following protocols should be applied when delivering the curriculum to young people:

- no individual (staff or student) will have to answer a personal question;
- no individual will have to take part in a discussion about sex and relationships;
- the correct scientific names for body parts will be used;
- meanings of words will be explained in a sensible and factual way;

- teachers will use their professional discretion in responding to questions, and may refer the individual to another member of staff or outside agency.

Personal disclosures

If a teacher begins a discussion with a student about personal matters concerning sex and relationships, they may seek advice from a colleague, prior to continuing that discussion.

If a member of staff is concerned about any disclosure or other sensitive issue, then they should follow the school's safeguarding and child protection policy, if necessary seeking advice from the school's designated person for child protection.

More detailed guidance about dealing with confidentiality is provided in Section 7 of the Sex and Relationship Education circular 0116/2000 (see Child protection and safeguarding policy for The Wren School's Confidentiality statement). It is only in the most exceptional cases that schools should be in the position of having to handle confidential information without parental knowledge.

Use of outside agencies and visiting speakers

The Wren School will occasionally invite local experts into school to deliver part of the SRE programme. This may involve health workers, school nurses and other professionals. All visiting speakers will be asked to conform to the following procedures:

- visitors will contribute to the programme at the invitation of the school and must be qualified to make a relevant contribution;
- visitors must be fully briefed on the school's programme for SRE and the context of their delivery;
- visitors must agree with the aims of the school in delivering its SRE policy;
- visitors will follow the school's safeguarding procedures in the event of a disclosure.

Associated documents

Children Act (2004)

Education Act (1993 and 1996)

Sexual Health Improvement Framework (DoH, 2013)

The Importance of Teaching (DfE, 2010)

Sex and Relationship Education Guidance (DfEE Circular 0116/2000)

Sex and Relationship Education For the 21st Century (core document of the PSHE association and Sex Education Forum)

Sex Education Forum fact sheet 23 (Guidance and policy on SRE in secondary schools)

Policy Statement: Relationships Education, Relationships and Sex Education, and Personal, Social, Health and Economic Education (DfE, 2017)