

Category	Curriculum		
Document Name	Sex & Relationship Education (SRE) Policy		
Accountable Body	RADIUS Trust		
Reference	CM.P2	Date Ratified	13 February 2014
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Related Documents

Document	Reference
Sex & Relationship Education (SRE) Programme	CM.P2.01

Reference Material

Guidance
1996 Education Act, s.403
DfE Sex & Relationships Education Guidance

Related Policies

Name	Reference
Curriculum Policy	CM.P1

Definition

Sex & Relationship Education (SRE) relates to the lifelong learning about physical, moral and emotional development. It is about the understanding of 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.

The three main elements of SRE are:

- attitudes and values
- personal and social skills
- knowledge and understanding

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils, if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

Policy Statement

In order to comply with statutory requirements, the Trust requires the SLT in each school to:

- provide guidance and information on all aspects of SRE to staff, parents/carers and governors
- develop effective SRE as part of the National Curriculum (Science, PSHE and Citizenship) involving staff, parents/carers and pupils in the process
- monitor and evaluate their SRE
- provide information to parents/carers on their right to withdraw their child from SRE
- inform staff on how to deal with confidentiality (including informing and supporting a child where confidentiality must be breached for their own safety), raising safeguarding and child protection concerns (in accordance with the The Trust's Safeguarding & Child Protection Policy) and handling difficult questions (with unbiased responses and in a professional manner)



- execute a sympathetic approach, considering the needs of individuals
- comply with the Trust's Equality & Diversity Policy by responding to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision must be allocated for all groups.

RADIUS Trust expects each school to provide an SRE programme to meet the following objectives:

Attitudes and Values

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas; and
- developing critical thinking as part of decision-making.

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict; and
- learning how to recognise and avoid exploitation and abuse.

Knowledge and Understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and
- the avoidance of unplanned pregnancy.

Assessment and Evaluation

Each school will ensure that the elements of SRE are formally assessed. Teachers delivering SRE should constantly evaluate their lessons to inform future planning.

Ofsted

Each school will have information readily available to inspectors regarding SRE with respect to a written procedure, pupils personal development, how well the school cares for and provides effective support and advice for all its pupils and how well the school works in partnership with its parents.