



Sex and Relationships Education Policy

Committee/Person(s) Responsibility: **Wrenn Academy AAB**

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Document Reviews

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Policy on Sex and Relationships Education

Introduction

- 1.1 Wrenn Academy is an Academy with The Education Fellowship Multi-Academy Trust (TEF). The majority of this policy is common to all TEF academies, with variations added with the agreement of TEF and Governors to suit the Academy's circumstances.
- 1.2 Sex and relationship education is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Development of healthy attitudes and understanding

- 2.1 We challenge and support all pupils to develop healthy attitudes and understanding of sex and relationship education, by ensuring:
 - 2.1.1 It is delivered through Personal, Social and Health Education (PSHE); in Religion and Philosophy (R&P) and Science lessons at KS3, and KS4, with support and minimal delivery through the pastoral programme
 - 2.1.2 Selected themes take place within PSHE curriculum delivered by teachers with support from professionals where appropriate. Lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included
 - 2.1.3 The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.
 - 2.1.4 The R&P, Science and PSHE National Curriculum is taught in every pre-16 curriculum year.
 - 2.1.5 When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the

rest of the students, the question may be dealt with individually at another time.

- 2.1.6 Assessment is carried out within R&P and Science delivery and involves teacher, learner and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

Lifelong Learning

- 3.1 We encourage lifelong sex and relationship education for all learners by:
 - 3.1.1 Setting sex and relationship education within this wider academy context and supporting family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
 - 3.1.2 Encouraging pupils and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation and different family structures which we would treat with respect. The important values are love, respect and care for each other.
 - 3.1.3 Generating an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
 - 3.1.4 Recognising that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and pupils, consulting them about the content of programmes.
 - 3.1.5 Recognising that the wider community has much to offer in terms of advice and support. We aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

Total Provision

- 4.1 The academy meets all statutory requirements for the sex and relationship education provision, with an evident theme of its relevance and context throughout curriculum and pastoral provisions.
- 4.2 Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We make alternative arrangements in such cases. Parents are encouraged to discuss their

decisions with staff at the earliest opportunity. Parents are welcome to review any resources the academy uses.

Monitoring, Evaluation and Review

- 5.1 It is the responsibility of the senior leadership team to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall academy plans for monitoring the quality of teaching and learning.
- 5.2 The governors, through the Academy Advisory Group can review this policy in consultation with the Fellowship Executive.
- 5.3 *Ofsted* is required to evaluate and report on spiritual, moral, social and cultural development of pupils. This includes evaluating and commenting on the Academy's sex and relationship education policy, and on support and staff development, training and delivery.