

## Sex and Relationships Education

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## Related policies and documents

### 1. Statutory Framework

- 1.1. Sex and Relationships Education (SRE) is a statutory policy which all maintained schools must follow. Guidance is provided through [Sex and Relationship Education Guidance](#), published in 2000.
- 1.2. The current statutory provisions on sex education are contained in [sections 403 and 405 of the Education Act 1996](#) as amended.
- 1.3. Schools maintain a statutory obligation under the [Children Act](#) (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life.
- 1.4. In 2015 the House of Commons Education Committee produced a report '[Life Lessons: PSHE and SRE in schools](#)', which informs this Elliot Foundation policy.

### Definitions

- Where the word 'Trust' is used in this document it refers to The Elliot Foundation Academies Trust.
- Where the word 'Governing Body' is used it refers to the Local Governing Body of an individual academy within the Trust.
- Where appropriate the Local Governing Bodies of individual academies will publish details of the procedures and practices to implement Trust policies.

## Elliot Foundation Academies Trust Vision and Values

### Vision

The Elliot Foundation was created as a safe place for children and teachers where all are nurtured to achieve beyond even their own expectations. Our motto, "Where children believe they can because teachers know they can" reflects our conviction that raising expectations for all children and teachers is at the heart of a successful and inclusive society.

### Values

#### For children

We help children to discover themselves and aspire beyond any limitations that their context might appear to place upon them. We help them understand that they can be, 'Heroes of their own lives' building the foundations for healthy and successful lives.

#### For schools

In addition to the essential functional skills of reading, writing and mathematics, children need to learn how to learn and to believe that they can continue to do so. They must also possess the critical thinking skills to sift fact from fiction to be able to think for themselves, freely and creatively.

#### For success

To thrive, whatever their chosen path, children need confidence, curiosity and commitment. We will nurture these attitudes across all their learning experiences

#### For communities

Children at Elliot schools will be raised with an awareness of the world around them and their role in shaping a better future through volunteering and contributing in their communities

## 2. What is Sex and Relationship Education (SRE)

- 2.1. SRE is concerned with lifelong learning about an individual's 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. SRE does not promote sexual orientation or sexual activity. SRE will cover attitudes and values; personal and social skills; and knowledge and understanding.

### What must be taught and the parental right to withdraw their children

- 2.2. The House of Commons Briefing Paper 06103 states 'Local authority maintained schools in England are obliged to teach sex and relationships education (SRE) from age 11 upwards, and must have regard to the Government's SRE guidance. Academies and free schools do not have to follow the National Curriculum and so are not under this obligation.' As Elliot Foundation academies are thus outside this obligation, but the Trust requires SRE to be taught in our academies, and to follow DfE guidance.
- 2.3. Parents are free to withdraw their children from SRE if they wish to do so. The only exceptions to this are the biological aspects of human growth and reproduction that are essential elements of National Curriculum Science. Section 405 of the Education Act 1996 enables parents to withdraw their children from sex education other than the sex education that is in the National Curriculum (such as the biological aspects of human growth and reproduction that are essential elements of National Curriculum Science).

## 3. Aims

- 3.1. Sex and Relationships Education aims to help children to understand the facts about sex and sexuality, to develop self-esteem, respect for others and to build self confidence in decision making.
- 3.2. The development of self-esteem is central; children who feel positive about themselves are more likely to develop caring relationships. The programme for sex and relationships education is firmly rooted in the context of moral considerations and family relationships.

- 3.3. SRE is organised within the PSHE framework and is designed to be inclusive and to meet the needs of all children, developing mutual respect, rights and responsibilities, and equality with regard to gender and sexuality and acceptance of diversity.

## 4. Principles

- 4.1. Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child. Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships.
- 4.2. Older pupils frequently say that sex and relationships education was ‘too little, too late and too biological’. Ofsted reinforced this in their 2013 Not Yet Good Enough report. Because children at Elliot Foundation academies are not yet ‘older pupils’, we have an opportunity, even a responsibility to address this point by providing age-appropriate education to prepare them for puberty and relationships.
- 4.3. SRE plays a vital part in meeting schools’ safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- 4.4. It is expected that SRE will be taught as an integrated aspect of PSHE. Age-appropriate SRE teaching is essential to keeping pupils safe and healthy, inside and outside the school gates. A comprehensive SRE programme can have a positive impact on pupils’ health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations. A good PSHE education provides children with both the knowledge and skills to manage their lives, stay safe, make the right decisions and thrive as individuals and members of society. It provides children with opportunities to develop skills and qualities such as resilience, leadership, communication, empathy and perseverance. We know that these skills are not innate and that they should be actively taught and developed in school.

## 5. Roles and Responsibilities

### 5.1. The Local Governing Body will:

- Seek the advice of the Principal on this policy and make it available to parents via the website
- Ensure that sex and relationships education is provided in a way that encourages pupils to consider morals, the value of family life, and the importance of marriage within a context of diversity
- Use their discretion when considering requests from parents for their children to be withdrawn from any sex and relationships education to which they object. Governors will accept the request where the withdrawal does not cut across those elements of SRE which form part of the science curriculum.
- Support the academy policy to show sensitivity to the views of parents whose ethnic background and/or religious beliefs cause them to hold strong reservations about such education within a context of British Values.

### 5.2. The Principal will ensure that:

- A scheme of work is developed, agreed and implemented by the teachers responsible for teaching PSHE.
- Ensure that the scheme of work is informed by current best practice including The PSHE Association Guidance [Sex and Relationships Education \(SRE\) for the 21<sup>st</sup> Century](#).
- Ensure that the scheme of work is informed by best practice guidance provided through
- The Local Governing Body is advised about sex and relationships education at the Academy
- Sex and relationships education is provided in a way that encourages pupils to consider morals, the value of family life, and the importance of respect, love and commitment in relationships.
- Pupils are protected from inappropriate teaching materials.
- Parents are informed about the programme for sex and relationships education via the prospectus, academy website.
- A consultative partnership is developed with parents to ensure that there is a clear understanding of the policy and to address any concerns they may have

### 5.3. Staff will:

- Implement the academy's agreed scheme of work
- Provide sex and relationships education in accordance with this policy and in a way which encourages pupils to consider morals, the quality of relationships and the value of family life
- Participate in training (where applicable) to provide sex and relationships education in line with the academy policy
- Draw the attention of the Principal to any materials which they consider to be inappropriate
- Respond appropriately to those pupils whose parents wish them to be withdrawn from sex and relationships education

## 6. Monitoring and Evaluation

- 6.1. Lessons on sex and relationships education will be observed in the normal programme of monitoring teaching and learning.
- 6.2. Children's views and attitudes should be assessed through the academy's 'pupil voice' processes e.g. via the School Council.