



Sex & Relationships Education (SRE) Policy

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Sex and Relationship Education (SRE) Policy

The Woodlands Academy is committed to supporting and working with parents to ensure that all pupils receive the best SRE we can offer. To this end, we feel it is essential to produce and publish a policy for SRE which is clear and transparent.

This policy is written in accordance with the DFE Guidance on Sex and Relationship Education, 2000. It supports the whole school Equal Opportunities and Child Protection Policy and reflects all other school policies.

Why?

Sex and Relationship Education is about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and wellbeing. (Understanding SRE, Sex Education Forum briefing 2010).

We know that pupils cannot develop this knowledge or skills without support. Though there is much that is common to the mainstream setting; our pupils often lack the network of other young people from whom they might learn. Even where such networks exist there is a great deal of inaccurate or misleading information. In addition to the teaching of SRE we aim to create a comfortable forum for pupils to raise concerns, ask questions and support one-another. Confidentiality within SRE sessions is governed by our Child Protection Policy.

How?

There are no hard and fast rules about when we will begin work or what precisely will be delivered and how. This will be gauged by staff and parents assessing physical, intellectual and emotional readiness. However, we have decided that we will teach SRE in single gender groups. This can help to limit embarrassment which can be a barrier to learning.

In consultation with parents and teams of staff we will assess a pupil's readiness for the programme and discuss objectives for that child and how best this can be achieved.

Pupils' understanding is assessed prior to the beginning of any programme. At the end of the programme pupils understanding will be re assessed and the next phase of the programme planned.

The "programme" consists of a number of resource boxes containing ideas and guidance about what and how to teach as well as the resources (or direction about where these might be found). Class staff need to identify their groups and/or individuals and who will deliver

the work and when. They will need to make sure they are familiar and comfortable with the materials used.

It is anticipated that the programme will be (adapted and) revisited by pupils throughout key stage 3 and 4.

What?

Many pupils will be emotionally ready to address all the issues in the programme, physically close to or beginning the changes that puberty will bring and intellectually able to understand and apply the values/principles/rules we teach. It is most likely that the entire programme, taught in a group will be the most effective form of delivery for these pupils.

Some pupils will be experiencing the physical changes with a limited ability to understand what is happening or why. Where pupils struggle to understand why they may need an even greater emphasis on understanding and following the “rules” that keep everyone safe.

A few pupils will reach puberty with very limited understanding. They are potentially the most vulnerable group. A bespoke package agreed with parents which includes a common approach and vocabulary will be needed to reinforce learning. Where necessary we will seek support from Learning Disabilities Service (LDS) with this group of pupils.

Parents /Carers:

Consultation and liaison with parents remains absolutely essential throughout any programme of SRE.

Parents are made aware of their right to withdraw their child from part or our entire SRE programme. Where parents opt to withdraw their child from SRE we will offer support to them with materials and/or advice for any work they might choose to cover themselves.

Parents are best placed to make an informed choice if they have an understanding of what our programme entails. We will keep them informed by writing to let them know what we teach and why. We will discuss the programme in relation to their child either informally or at annual review. Periodically, we will invite parents to meet with us to demonstrate how we deliver the programme. Any contact with parents will include the invitation to discuss/question so that we can improve our practice.