

1. Aims

The aims of the Sex and Relationship Education (SRE) Policy at GWA are to:

- 1.1. Provide a framework in which sensitive discussions can take place
- 1.2. Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- 1.3. Help students develop feelings of self-respect, confidence and empathy
- 1.4. Create a positive culture around issues of sexuality and relationships
- 1.5. Teach students the correct vocabulary to describe themselves and their bodies
- 1.6. Prepare students to lead happy, successful lives in the 21st Century

2. Monitoring arrangements

- 2.1. The delivery of SRE is monitored by the Assistant Principal through:
 - 2.1.1. Work Scrutiny
 - 2.1.2. Learning Walks
 - 2.1.3. Observations
 - 2.1.4. Pastoral Meetings
- 2.2. This policy will be reviewed when new relevant legislation comes into force
- 2.3. At every review, the policy will be approved by the governing body.

3. Statutory requirements

- 3.1. Although GWA, as an academy, does not have to follow the National Curriculum and as such, are not obliged to teach SRE, we feel strongly that it is important for young people to receive SRE to help them to lead successful lives as an adult.
- 3.2. At GWA we teach SRE as set out in this policy, in accordance with the following legislation:
 - 3.2.1. Under **section 3.6 of the National Curriculum**, SRE is compulsory from year 7 onwards.
 - 3.2.2. Secondary schools must have regard to **guidance** issued by the secretary of state as outlined in section 403 of the **Education Act 1996**.

4. Definition

- 4.1. SRE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- 4.2. SRE involves a combination of sharing information, and exploring issues and values.
- 4.3. **SRE is not about the promotion of sexual activity.**

5. Delivery of SRE

- 5.1. SRE is taught within the 'Successful Lives' and PSHE education curriculum. Biological aspects of SRE are taught within the science curriculum, and other aspects are included in religious studies (RS).
- 5.2. Students also receive stand-alone sex education sessions delivered by a trained health professional as deemed appropriate by pastoral leads at GWA.
- 5.3. Across all Key Stages, students will be supported with developing the following skills:

Policy Owner	Mrs A Britton – Vice Principal
Date of Last Review	March 2025
Date of Governor's Meeting	May 2025
Date of Next Review	March 2026

Sex and Relationship Education Policy

- 5.3.1. Communication, including how to manage changing relationships and emotions
- 5.3.2. Recognising and assessing potential risks
- 5.3.3. Assertiveness
- 5.3.4. Seeking help and support when required
- 5.3.5. Informed decision-making
- 5.3.6. Self-respect and empathy for others
- 5.3.7. Recognising and maximising a healthy lifestyle
- 5.3.8. Managing conflict
- 5.3.9. Discussion and group work

6. Roles and responsibilities

- 6.1. **The Governing Body.** The governing board will approve the SRE policy, and hold the Principal to account for its implementation.
- 6.2. **The Principal.** The Principal is responsible for ensuring that SRE is taught consistently across the school, and for managing requests to withdraw students from any components of SRE (see section 7).
- 6.3. **Staff.**
 - 6.3.1. Staff are responsible for
 - Delivering SRE in a sensitive way
 - Modelling positive attitudes to SRE
 - Monitoring progress
 - Responding to the needs of individual students
 - Responding appropriately to students whose parents wish them to be withdrawn from any components of SRE
 - 6.3.2. Staff do not have the right to opt out of teaching SRE. Staff who have concerns about teaching SRE are encouraged to discuss this with the Principal.
- 6.4. **Students.** Students are expected to engage fully in SRE and, when discussing issues related to SRE, treat others with respect and sensitivity.

7. Parents' right to withdraw

- 7.1. Parents' have the right to withdraw their children from certain components of SRE, as set out by the DfE
- 7.2. Requests for withdrawal should be put in writing and addressed to the Principal. A copy of withdrawal requests will be placed in the student's educational record. The Principal will discuss the request with parents and take appropriate action tailored to the individual request/needs of the student.
- 7.3. Alternative learning will be provided to students who are withdrawn from certain aspects of SRE.

8. Training

- 8.1. Staff are trained on the delivery of SRE and it is included in our continuing professional development calendar.
- 8.2. Where appropriate, the Principal will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching SRE.