

QRA
SRE Policy

EDUCATE. EMPOWER. INSPIRE.

Version Number	Version Description	Date of Revision
1	Original	Sept 2023
2	Rebranded & reviewed	July 2024
3	Adopted by QRA on transfer to HCAT	August 2025

QRA SRE Policy

The policy reflects the DfE (Department for Education) 2000 SRE guidance, Department for Education Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 .DFE (Department for Education) 2021 Sexual violence and sexual harassment between children in schools and colleges, The Equality Act 2010, guidance from the PSHE Association, the Sex Education Forum, and the local authority.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools.

Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

Definition of SRE

SRE is a lifelong learning process of acquiring information, developing skills, and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings. (Sex Education Forum 1999).

SRE is learning accurate and age-appropriate skills, attitudes and knowledge about the body, reproduction, sex, and sexual health. SRE also gives children and young people essential skills for building positive, enjoyable, respectful, and non-exploitative relationships and staying safe both on and offline. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

Intent

At Queens Road Academy, we aspire to help every child develop as a whole person and we believe that effective SRE can make a significant contribution to their ability to establish and maintain stable and loving relationships. It also enables young people to respect others, make responsible and informed decisions about their health and wellbeing and promotes the British values of respect and tolerance.

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health, and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges, and complex contexts. Everyone faces tricky situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

The overall aim of SRE is to foster a positive notion of lifelong learning about physical, moral, and emotional development, including how to look after physical and mental health. It aims to support the development of self-respect and empathy for others and promotes the development of skills and understanding necessary to manage conflict peaceably and learn how to recognise and avoid exploitation and abuse.

SRE provides opportunities for pupils to:

- Develop a better understanding of the nature of human relationships.
- Learn about relationships, the importance of communication and assertiveness skills including the importance of values such as respect (for self and others), equality, responsibility, care, and compassion.
- Reflect upon the importance of stable and loving relationships for family life, including the bringing up of children, this also includes marriage and civil partnerships.
- Consider and understand the changes that occur to their bodies, minds, and emotions because of growth from childhood to adulthood.

- Reflect upon how to make good, informed, and safe choices concerning relationships and healthy lifestyles.
- Understand what is meant by sexual harassment, sexual abuse, and sexual violence, both on and off line.
- Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.
- Learn about diverse types of abuse and how to keep themselves safe from harm., including how to report abuse and agencies who can support both victims and perpetrators of abuse.
- Understand what is meant by consent.

Morals, value, equalities and safeguarding

SRE at Queens Road Academy reflects our ethos, and demonstrates and promotes the following:

- Learn the value of respect, care, and love.
- Valuing family life within stable, loving and committed relationships.
- Acceptance of same sex unions as also offering stable, loving, and committed relationships to nurture children.
- Respect for self and others.
- Respect for rights and responsibilities within relationships.
- Appreciate that different, successful family structures exist.
- Understanding diversity regarding religion, gender, culture, and sexual orientation.
- Importance of striving to reduce intolerance and discrimination based on sexual orientation, disability, ethnicity, religion, and gender.
- Acceptance of difference and diversity.
- Promote gender equality and equality in relationships.
- Challenge gender stereotypes and inequality.
- Develop spiritual, moral, social, and cultural awareness in line with the 2010 Equality Act and the schools' safeguarding and child protection protocols.

Implementation

SRE is not delivered in isolation, but firmly embedded in all curriculum areas including Personal, Social, Health and Economic (PSHE) education, Citizenship and Science. At Queens Road Academy, the main SRE content is delivered as part of a wider topic to provide a context for learning. Many aspects of SRE are taught throughout the year, whilst some specific age-related aspects are delivered at a pre-planned point during the year in order that parents are informed and can be involved in supporting their child.

- SRE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.
- Ground Rules are used in all PD&RSE and SRE lessons to establish a safe and comfortable environment for all pupils.
- Pupils can ask anonymous questions by writing a note for the class worry box. This box is found in every class. There is also a post box in the library.
- Resources used are flexible to meet the needs of the pupils and curriculum. A selection of these can be viewed during the parent session.
- Correct medical vocabulary will be used throughout the SRE and PD & RSHE curriculum
- SRE is delivered through a varied range of activities, which promote dialogue and understanding. These include: Circle time, active teaching and learning, role play/scenarios, card sorting and discussions.

- External agencies can be invited to support the delivery of SRE. These include: the school nurse and the police.
- External agencies and Visitors are familiar with and understand the school's SRE policy and safeguarding policy and work within these documents
- All input to SRE lessons is part of a planned programme and negotiated and agreed with staff in advance
- All visitors are always supervised/supported by a member of staff
- The input of visitors is monitored and evaluated by staff. This evaluation informs future planning.

Equal opportunities statement

The school is committed to the provision of SRE to all its pupils. We aim to respond to the diversity of children's cultures, faiths, and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where children with Special Educational Needs are given extra support.

Parental involvement

The school is committed to working with parents and believes that it is important to have the support of parents and the wider community for the PSHE and SRE programme. Parents are provided with the opportunity to find out about and discuss the school's programme through the year groups' SRE curriculum meetings, parents' evening, in policy development, the school website and prospectus, displays and an open-door policy.

To promote effective communication and discussion between parents and their children we notify parents through information evenings, curriculum letters and the school website about when aspects of SRE will be taught. We also encourage an open-door policy to help ensure that parents can discuss issues with the school staff in a positive, sensitive, and proactive manner.

Parental rights to withdraw their children

Parents have the right to withdraw their children from all, or part of the SRE curriculum, except for those parts included within the National Curriculum for Science, which are statutory. Effective methods to communicate the schools' approach to SRE, including the parental right to withdraw their child, are through the schools' website, prospectus, the SRE policy and the year group SRE curriculum information letter sent home to parents. The letter also includes arrangements for a parent meeting with staff.

Parents are also informed that the SRE curriculum is an essential vehicle in supporting a school's statutory duty to:

- safeguard and promote the welfare of their children,
- advance the 2010 Equality Act,
- encourage the spiritual, moral, social, and cultural development of pupils,
- foster British values, and
- prepare children and young people for the challenges, opportunities, and responsibilities of adult life, along with the coverage of the National Curriculum for Science.

Those parents/carers wishing to exercise the right to withdraw their child from part or all SRE are invited in to see the teacher/headteacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed. It is then the responsibility of the parents/carers to deliver the content of the SRE to their child as they see fit. Information and support materials are available for parents/carers to use and are offered by the staff. Pupils who are withdrawn from SRE continue with individual learning tasks for other curriculum areas, which are carried out in another classroom or the library. If a conversation arises about sexual health issues in a non-SRE lesson with pupils present who have been withdrawn from SRE lessons, the teacher must stop the conversation and ask that

the issues be discussed at an appropriate time. The teacher must, as soon as possible, find an appropriate time to continue the conversation with pupils when the withdrawn child is not present.

Ground rules

SRE is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of the SRE work, in addition to those already used in the classroom.

Inclusion

The SRE policy reflects and is line with the schools' equal opportunities policy and the schools ensures that the SRE teaching is an inclusive and is appropriate and relevant to all pupils, including those with SEN (Special Educational Needs) and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences, and family background. SRE strives to meet the needs of all pupils regardless of their developing sexuality and deals honestly and sensitively with sexual orientation, answers appropriate questions and offer support. Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated at WCPS and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.

Confidentiality and child protection issues

SRE discussions may prompt a pupil to disclose about related incidents; for example, FGM (Female Genital Mutilation), Forced marriage, child exploitation or abuse. If the member of staff believes that the child is at risk or in danger or has concerns about any information disclosed, she/he talks to the named Designated Safeguarding Lead who acts as laid down in the Child Protection Policy. All staff are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues.

The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by staff throughout the process.

Age 3-6:

At this age children are interested in differences between boys and girls, naming body parts, where babies come from and friends and family. What areas are private and should not be touched and who they can talk to if they are worried are also discussed. NSPCC (National Society for the Prevention of Cruelty to Children) PANTS rule and resources will be used.

Age 7-8:

At this stage children are interested in the emotional and physical changes of growing up, similarities and differences between each other and between boys and girls, coping with strong emotions and how babies are made from eggs and sperm. How to look after our bodies and how to be safe are also important.

Age 9-11:

At this age children are interested in knowing about love and the different kind of families and will be more aware of diverse types of partnerships and relationships. Gender stereotypes and homophobia can be explained and challenged. They will be curious about puberty and sexual feelings and changing body image. They will want more details about conception, how babies develop, how they are born along with why families are important for having babies.

They will also be interested in knowing how people can get diseases, including HIV, from sex and how they can be prevented. They will also want to know who they can talk to if they want help or advice and information about growing up and personal safety including being online.

Whole school assemblies will follow the NSPCC guidelines to introduce types of abuse and where to seek support.

Impact

We ensure that all pupils have equal access to the SRE through a process of monitoring, evaluation, and assessment, which takes into consideration pupils' needs, maturity, age, ability, and personal circumstances.

Class teachers assess pupils' understanding and progress through formative and summative processes. These include pre- and post-topic mind maps, drawings, task outcomes, questioning and observation. At the end of the year each year group reviews the SRE programme they have implemented and pass on any comments to the PSHE Lead as part of her monitoring cycle. The SRE policy is reviewed on an annual basis considering the feedback from teaching staff, pupils, and parents.

Reporting

All incidents of sexual harassment, sexual abuse, including online, and sexual violence will be reported directly to the Head of school or DSL (Designated Safeguarding Leads) and will be dealt in line with the schools Safeguarding Policy and recorded via CPOMS.

Governors will be informed of any incidents via the Head Teacher report, termly.

Support for school

School will work closely with Social Care, Health, Police, Early Help. Bsarch and other relevant agencies to provide early intervention and effective support to children, families, and staff wherever necessary

All school personnel, parents and carers have been made aware of this policy. This policy will be made available to view via the schools' website. Hard copies will also be available at the schools' office.