



L.E.A.D. Academy Trust

Lead • Empower • Achieve • Drive

Sex Education Policy

Review frequency: Governing body free to determine.

Approval: Governing body free to delegate to a committee of the governing body, an individual governor or the Headteacher.

Policy Statement

Introduction

This statement sets out the legal framework, the definitions and our policy expectations.

The L.E.A.D. Academy Trust requires this policy to be implemented by all its member academies.

The L.E.A.D. ethos is that effective personal development is crucial to the rounded education provided to our pupils. Every child should have access to effective sex and relationship education.

The L.E.A.D. Academy Trust defines the policy expectation, but the responsibility for implementation of the policy rests with the Headteacher of each academy.

Legal Framework

Academies' Funding Agreements require these schools to have regard to [DfE's statutory guidance on sex and relationship education](#)

Duty to promote well being (Children Act 2004)
<http://www.legislation.gov.uk/ukpga/2004/31/contents>

*This policy should be read in conjunction with our policies on Safeguarding & Child Protection, Special Educational Needs & Disabilities (SEND) and Equality.

Definition

Sex and Relationship Education is not just learning about growing up, changes and reproduction. It is also about enabling children to make and maintain relationships with others, to understand about human sexuality and to feel good about themselves and the choices they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes.

All academies, regardless of phase, will teach SRE through the Science curriculum from Key Stage 1 and as part of an academy's assembly & pastoral programme as appropriate. These curricula will ensure coverage of the following core elements:

1. Knowledge and Understanding including: emotional, social and physical aspects of growing up, puberty, reproduction and pregnancy, similarities and differences between males and females, parts of the human body including the male and female reproductive parts, gender stereotyping and discrimination, different families, different types of relationships, healthy and unhealthy relationships and where to get help if needed.

2. Personal and Social Skills including: talking and listening to others, managing emotions, making friends and managing friendships, forming and maintaining loving, caring and respectful relationships, developing self-respect and empathy for others, respecting the differences between people, resilience to cope with change, making responsible and safe decisions, including on-line.

3. Attitudes and Values including: feeling positive about growing up, the importance of respect, care and love, the value of family life, the importance of stable and loving relationships, including marriage (both heterosexual and gay) and civil partnerships, respect for rights and responsibilities in relationships, acceptance of difference and diversity, promoting gender equality.

Sex and Relationship Education Policy

Each academy must have a policy which sets out clearly:

- A definition of Sex and Relationship Education (SRE)
- How SRE is provided and who is responsible for providing it
- How SRE is monitored and evaluated
- How the academy ensures that its SRE offer supports confidentiality and child protection legislation as appropriate
- How the academy's teaching of SRE underpins the Trust's policy on Equal Opportunities
- How the academy will respond to any complaints made in relation to the SRE curriculum
- Information on parents' right to withdraw their child

Each pupil can expect:

- To have their views treated sensitively and with respect
- To access education related to forming healthy, positive relationships
- To access a curriculum which teaches them to keep themselves safe

The Trust will:

- Check that all schools have an SRE policy in place which covers all the points above.