

# Enfield Grammar School

Founded 1558



An Academy Trust

(Company No. 07697044)

## Sex and Relationship Education Policy

AUTHOR	Mr D Alder
APPROVED	April 2017
COMMITTEE	Full Governing Body

## **Sex and Relationship Education Policy**

Enfield Grammar School takes its responsibility to provide relevant, effective and responsible sex and relationship education (SRE) to all of its pupils. It is delivered officially as part of the scheme of work for Citizenship and PSHE and through other avenues such as assemblies and outside agency presentations (see appendix 1 for SRE modules). The school wants parents and pupils to feel assured that sex education will be delivered at a level appropriate to both the age and development of pupils, where students feel safe to voice opinions and concerns relating to the sex education provision.

### **1. Policy aims**

SRE is lifelong learning about physical, moral and emotional development. It is about teaching sex, sexuality and sexual health in a way that is fully understood and effectively retained by pupils in our care. It is also about teaching what it is to be in a caring, stable and mutually supportive relationship with another person, and how to control and understand feelings that come with being in a relationship. SRE will outline the importance of stable relationships for family life and the raising of children, as well as highlighting the role of marriage and other stable relationships as building blocks for community and society.

The school would like to emphasise that by providing comprehensive SRE we are not encouraging pupils to become sexually active at a young age. The aim of this policy is to ensure that the right provision is in place so that pupils may have all the background knowledge they need to make informed decisions and responsible choices as they grow up.

Through the provision outlined in this policy we also aim to raise pupils' self esteem and confidence, trying to develop communication and assertiveness skills that can help them stay true to their values if challenged by their peers, others or what they see in the media. We hope to teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them. We want our pupils to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

### **2. Roles and responsibilities**

#### **School staff**

It is important that school staff feel comfortable to teach SRE classes and answer questions from pupils. If the teacher does not feel confident leading SRE discussions then that is likely to be reflected by the pupils, and their learning will be compromised. The school provides regular professional development training in how to deliver sex education. There are certain members of the school leadership team, such as the Deputy Headteacher with responsibility for pastoral care and Head of Citizenship who will hold more responsibility for ensuring that the school's sex education provision is relevant to our pupils and effective, but this is generally a responsibility for all staff members and the school expects staff to voice opinions and share expertise in this area.

### **Governors and senior leaders will:**

- Develop this school policy and review it every two years.
- Ensure that staff are given regular and ongoing training on issues relating to SRE and how to deliver lessons on such issues.
- Ensure that staff are up to date with policy changes, and familiar with school policy and guidance relating to sex education.
- Ensure that sex education is age-relevant and appropriate across all year groups; this means ensuring that the curriculum develops as our pupils do and meets their needs.
- Ensure that the knowledge and information regarding SRE to which all pupils are entitled is provided in a comprehensive way.
- Ensure that their personal beliefs and attitudes will not prevent them from providing a balanced SRE in school.
- Communicate freely with staff, parents and the governing body to ensure that everyone is in understanding of the school policy and curriculum for sex education, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as is appropriate.

### **Staff will:**

- Take it upon themselves to ensure that they are up to date with school policy and curriculum requirements regarding sex education. Any areas that they feel are not covered or inadequately provided for should be reported back to the Deputy Headteacher with responsibility for pastoral care.
- Attend and engage in professional development training around sex education provision, when required.
- Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a student comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they should take this concern to their manager. No one else should be informed at this stage, and a breach of confidentiality may fall under staff misconduct and disciplinary procedures.
- Provide regular feedback to their managers on their experience of teaching SRE and student response.
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced SRE in school.
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, including those pupils with special educational needs. If teachers need support in this area they should speak to the SENco or their manager.

### **Pupils**

Pupils are expected to attend sex education classes that are in their school timetable and take them seriously. Although they are not assessed through examination, these classes are still a very important part of the curriculum and a tool to aid personal development and the school expects pupils to recognise this.

Pupils should support one another with issues that arise through SRE. Listening in class, being considerate of other people's feelings and beliefs, and complying with confidentiality rules that are set in class are key to effective provision. Pupils who regularly fail to follow these standards of behaviour will be dealt with under the school behaviour policy.

We also hope that pupils will feel comfortable to talk to a member of staff regarding any concerns they have in school related to sex education or otherwise. Conversations of this nature between staff and pupils will be dealt with sensitively. Staff may take concerns to their manager if there is a child protection concern or they feel ill-equipped to deal with the issue at hand.

We ask pupils for feedback on the school's sex education provision and expect them to take this responsibility seriously. Opinions on provision and comments will be reviewed by senior managers and taken into consideration when the curriculum is prepared for the following year's pupils. In this way, the school hopes to provide pupils with the education they need on topics they want to learn about.

## **Parents**

The school expects parents to share the responsibility of sex education and support their children's personal, social and emotional development. We encourage parents to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised at School.

### **3. Implementation and curriculum**

It is important that we implement our SRE policy consistently throughout the school, and provide effective provision throughout classrooms. We encourage teachers to provide classes that are specific to the need of the pupils in that class, and responsive to their behaviour and development.

Through this aspect of our curriculum we aim to explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding sex and relationships. It is important that pupils know the difference between fact, opinion and belief.

## **Guest speakers**

We may invite guest speakers into school to talk on issues related to sex and relationships. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupil's perceptions. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy and expected to comply with the guidelines outlined within it.

This policy will be sent to outside speakers seven working days before their talk/presentation. Parents will be informed of guest speakers, together with a link to their details, at least one week before the visit.

## **Terminology**

Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

## **Dealing with difficult questions**

Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the Deputy Headteacher or Head of Citizenship.

Ground rules in class are essential when discussing sensitive subject matter. A strategy used by staff is the use of an anonymous question box; this enables pupils to feel more comfortable to ask questions without being identified.

## **Pupils with special educational needs**

The school works hard to ensure that all aspects of the school curriculum are inclusive and support the needs of pupils of all ranges of abilities. Staff should differentiate lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to SRE.

The school will use a variety of different strategies to ensure that all pupils have access to the same information. Some of these include:

- Use of expert guest speakers/companies
- Practical activities
- Using DVDs or video
- Group and paired activities

## **Withdrawal from SRE**

The school aims to keep parents informed about all aspects of the SRE curriculum and urges parents to read this policy. Parents can view the SRE topics on the school website and resources are available from the Head of Citizenship via the school office. It is, however, a statutory right of parents or carers to withdraw the children in their care from SRE. This excludes withdrawal from the elements on human growth and reproduction which fall under the National Curriculum science.

Any parent wishing to withdraw their child from SRE should contact the Head of Citizenship who will speak with them and discuss their concerns. SRE is a vital part of the school curriculum and supports child development and we strongly urge parents to carefully consider their decision before withdrawing their child from this aspect of school life. However, it is acknowledged that the final decision on the issue is for the parent to take.

## **Complaints**

Parents or carers who have complaints or concerns regarding the SRE curriculum should contact the school and follow the school's complaint policy which is available upon request.

## **Equal opportunities**

SRE lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged and equality promoted. Any bullying and harassment that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in the school's behaviour policy which is available on the School's website.

## **Safeguarding and confidentiality**

We hope to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school's child protection and safeguarding procedure should be followed.

Personal information about pupils who have approached a teacher for discussion should not be shared with any other person. If there is a child protection concern, the information must only be shared with the designated safeguarding officer as is outlined in the school child protection and safeguarding procedure. Staff members who breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the school's staff discipline, conduct and grievance procedures.

If a staff member is approached by a pupil under 16 who is having, or is contemplating having sexual intercourse, the teacher should:

- Remind the pupil that the age of consent is 16.
- Ensure that the pupil is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active.
- Encourage the pupil to talk to their parent or carer. Pupils may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that children and their parents have open and trusting relationships when it comes to sexual health and the school will encourage this as much as possible.
- Decide whether there is a child protection issue. This may be the case if the teacher is concerned that there is coercion or abuse involved. If a member of staff is informed that a pupil under 13 is having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures.

- All staff receive training on Child Sexual Exploitation (CSE) as part of Child Protection Training. Any concerns are referred to the Child Protection Officer. Pupils are taught about the risks of CSE at age-appropriate levels and are taught about risks in relationships and how to address them. We use both the Home Office and CEOP resources.

Pupils with special educational needs or Looked After Children may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the School SENCo to decide what is in the best interest of the child.

### **Advice and treatment**

Staff who are approached by pupils with a concern about having contracted or possibly contracted a sexually transmitted disease should refer them immediately to the lead Child Protection Officer. Providing advice on contraception and practising safer sex is a key part of the school's SRE provision. We also encourage parents to engage their child in open discussion about practising safer sex.

There is no reason for staff to expect to be made aware of a pupil or colleague's HIV or hepatitis status, and no person will be discriminated against because of this if there is a disclosure of this type of information.

### **Monitoring, review and evaluation**

The educational and personal needs of our pupils develop in line with varying societal pressures and economic change. Our aim is to provide SRE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason we review the SRE curriculum yearly, and will inform parents of any revisions to the school policy or sex education curriculum.

We aim to monitor the effectiveness of our sex education provision through:

- Feedback from pupils
- Feedback from parents
- Feedback from staff
- Classroom observations

The school will review this policy every two years, evaluating its effectiveness by taking into account feedback from pupils, staff and parents, as well as what has come to light through classroom observations and information we receive from national reports and curriculum reviews.

## **4. Support**

We hope that pupils will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to sex education. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

## **Appendices**

Appendix 1: Useful websites/links

Appendix 2: SRE topics taught in each year group

Appendix 3: Sample letter to be sent to parents reminding them that a topic in SRE is about to begin, and their right to withdraw and who to contact.

Appendix 4: Sample letter to be sent to parents telling them of outside agencies delivering SRE content in school, to be sent one week before.



**Useful websites/links**

CEOP

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

Childline

[www.childline.org.uk](http://www.childline.org.uk)

NHS

<http://www.nhs.uk/livewell/youth-mental-health/pages/Youth-mental-health-help.aspx>

GALOP

[www.galop.org.uk/domesticabuse](http://www.galop.org.uk/domesticabuse)

Men's Advice line

[www.mensadviceline.org.uk](http://www.mensadviceline.org.uk)

Brook

[www.brook.org.uk](http://www.brook.org.uk)

## Key Stage 3: Sex and Relationship Education Topics

### Year 7

During Year 7 the following topics are studied:

- Puberty
- Managing feelings during puberty
- Sex - the basics

Students study the physical changes that occur during puberty and how the body gets ready for adulthood. They look at how emotions can be heightened or change during puberty. We talk about how to recognise and manage these emotions. We talk about sources of help and advice. Students will learn what happens during reproduction. We discuss relationships and healthy relationships and how to keep themselves safe and what to do if they feel unsafe.

### Year 8

During Year 8 the following topics are studied:

- Friendship and peer pressure
- Relationships
- Feelings
- Types of contraception
- STIs - introduction

Students look at different types of relationships (including friendship). They will discuss positive and negative aspects of relationships and how to manage these. They will discuss how relationships can develop and look at a value continuum with different life stages and discuss how beliefs and values can play an important role in the decisions we make. We discuss how relationships are different for different people. We discuss the law and consent. Students are introduced to the idea of safer sex. We discuss different forms of contraception and explain different ways in which they work. They will also gain an overview of sexually transmitted diseases (STIs). Students will discuss the importance of relationships and of being comfortable with decisions that they are making.

### Year 9

During Year 9 the following topics are studied:

- Tackling homophobia
- Recognising and managing risk within sexual relationships
- STIs and contraception – (more detailed than in previous years)
- Using condoms – condom demonstration
- HIV / AIDS

Students discuss relationships and different types of relationships. They will discuss sexuality. They look at issues such as homophobic bullying. Students will look at ways in which to keep safe and discuss how to manage risk. We will discuss consequences of risky behaviour. We look at STIs in more detail in year 9 and recap the different types of contraception. Students will also take part in a condom demonstration. We discuss HIV and AIDs in more detail and look at it from different perspectives e.g. as a world issue as well as a personal issue.

## **Year 10**

In Year 10 we study topics which respond to the needs of the cohort. We focus on relationships and cover issues such as positive and negative relationships and look at different types of behaviours and feelings. We discuss the idea of respect within relationships in detail and cover issues to do with control and unwanted behaviours. We discuss the laws regarding issues such as consent, abuse and sexual images. We discuss how to keep safe both emotionally and physically and look at issues to do with online safety. We also look at safer sex and the consequences of sexual activity. We discuss the impact of relationships upon the individual and talk about making decisions in the light of our beliefs, values and relationships. We look at sources of help and advice.

Some of the SRE modules will be dealt with sensitively by outside companies/agencies including SEX FM.

Please feel free to contact Dr V Currie, Head of Citizenship, if you want to discuss the content in more detail

**Sample letter to be sent to parents reminding them that a topic in SRE is about to begin, and their right to withdraw and who to contact.**

Dear Parents/Carers

**Re: Sex and Relationship Education**

In [Month], as part of our Sex and Relationships programme, we will be covering a range of topics during Citizenship lessons. We feel this should include open discussions on issues from which some parents may wish their children to be exempt on religious grounds. Equally, some parents may wish to take the responsibility for this area of their children's education.

Our lessons will include:

- Module
- Module
- Module

If you would like to discuss the course content or the material to be used then please contact Dr Currie in the first instance by email at [office@enfieldgrammar.com](mailto:office@enfieldgrammar.com)

Please inform us if you wish your son to be removed from Sex and Relationships Education using the slip below.

Yours sincerely

V Currie  
Head of Citizenship

-----  
Please complete and return to the school office ONLY IF YOU DO NOT GIVE CONSENT TO YOUR CHILD TAKING PART IN THE SEX EDUCATION PROGRAMME

I do not give consent for my son to participate in the lessons relating to sex education.

Pupil's Name ..... Tutor Group: .....

Parent's/Carer's Signature

..... Date: .....

**Sample letter to be sent to parents telling them of outside agencies delivering SRE content in school, to be sent a week before.**

Dear Parents/Carers

**Re: Sex FM Workshop**

We are writing to inform you that Sex FM, an outside agency, will be delivering a workshop covering [SRE topic] on [Date].

If you would like to discuss the workshop content or the material to be used then please contact Dr Currie in the first instance by email at [vcurrie@enfieldgrammar.com](mailto:vcurrie@enfieldgrammar.com)

Please inform us if you do not want your son to attend the Sex FM workshop.

Yours sincerely

V Currie  
Head of Citizenship

-----  
Please complete and return to the school office ONLY IF YOU DO NOT GIVE CONSENT TO YOUR CHILD TAKING PART IN THE SEX FM WORKSHOP ON [DATE]

I do not give consent for my son to participate in the Sex FM Workshop.

Pupil's Name ..... Tutor Group: .....

Parent's/Carer's Signature

..... Date: .....