

# Sex and Relationships Education Policy

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Review By: Leadership Group & C&C

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## **Sex and Relationships Education Policy**

This policy has been written in consultation with governors, staff, parents, pupils and the wider community. It aims to communicate to staff, governors, parents/guardians, visitors and students the manner in which SRE will be delivered and supported at Studley High School, in accordance with the Secretary of State's 2000 guidance on SRE. The policy has been reviewed in light of the 2014 '*Sex and Relationship Education in Schools Parliamentary Review Document*' which provides an overview of the legislation and guidance currently in place regarding sex and relationship education (SRE) in schools, and also outlines related reviews and proposals in Parliament 2014. The policy has been reviewed in line with Ofsted's '*Not Yet Good Enough: Personal, Social, Health and Economic Education in Schools*', published on 1 May 2013.

Sex and relationship education (SRE) is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health. Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

### **Policy Aims**

The aim of SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This will take place with consideration of the qualities of relationships within families.

The Governing Body and Head Teacher have consulted with parents, staff, pupils and members of the wider community in order to develop this policy which has the following aims:

- To provide the knowledge and information to which all pupils are entitled;
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities;
- To develop pupils' skills for a healthier safer lifestyle;
- To develop pupils' communication skills and assertiveness skills to cope with the influences of their peers and the media;
- To provide a description of how SRE is delivered, monitored and evaluated in the school;
- To help pupils learn to respect and care for their bodies;
- To prepare pupils for puberty and adulthood;
- To help pupils learn how to gain access to information and support.

### **Policy development, dissemination and review process**

The policy is made available to teaching and non-teaching staff, community partners and visitors to SRE via the school office. Parents/carers are invited to view the policy via the school website. The policy and teaching programme will be reviewed every 12 months, based on the outcome of monitoring and evaluation in line with accepted and developing good practice. Governors and senior staff will take a key role in monitoring the progress of the policy.

### **Values Framework**

As part of SRE, pupils should be taught about the nature and importance of marriage for family life and bringing up children. But the Government recognises – as in the Home Office, Ministerial Group on the Family consultation document *Supporting Families* - that there are strong and mutually supportive relationships outside marriage. Therefore pupils should learn the significance of marriage and stable relationships as key building blocks of community and society. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances.

All those who teach aspects of SRE within school, including visitors, are expected to be guided by the following values framework which represents the values held in common by the whole school community. The teaching of SRE will encourage students to:

- Value and respect themselves
- Value and respect others for who they are, not for what they have or what they can do
- Value healthy sexual relationships which are based on mutual respect, care and goodwill
- Value and respect difference in people's religion, culture, sexual orientation, physical and mental ability and social background
- Value and respect their own and others' rights to make choices in sexual relationships after having accepted responsibility for considering the consequences of those choices
- Value stable and loving relationships for the nurturing of children and as the basis of a society in which people care for one another

The personal beliefs and attitudes of teachers will not influence the teaching of sex and relationship education in this school.

### **Learning outcomes for SRE within the school**

By the end of Key Stages 3 and 4, pupils will have had opportunities to gain knowledge and skills necessary to build and maintain healthy relationships including sexual relationships. They will also have considered their own and others' attitudes towards relationships and sex as they begin to develop positive values which will guide them in making healthy choices in their future relationships.

The following learning outcomes guide the teaching of SRE in this school:

- [See *learning outcomes in OFSTED Sex and Relationships*, OfSTED (2000) [www.ofsted.gov.uk/publications](http://www.ofsted.gov.uk/publications) as a basis for planning the school's SRE]

The Department for Education (DFE)'s popular questions website provides information on the current position relating to sex and relationship education (SRE) in schools (Updated 9 October 2014).

### **The organisation of Sex and Relationship Education**

SRE is co-ordinated by the PHSEE Coordinator and is taught within the PSHEE programme at Key Stages 3 and 4. Biological aspects of SRE are taught within the Science curriculum and some moral aspects are taught within RE.

A range of teaching methods which involve children's full participation are used to teach SRE. These include use of small group work, media, discussion, case studies, drama and role-play. Ground rules and distancing techniques are used to establish a safe environment to facilitate discussions and students are encouraged to reflect on their learning. Sex and relationship education is usually delivered in mixed gender groups. However, there may be occasions where single gender groups are more appropriate and relevant.

### **Use of visitors**

Sex and Relationship Guidance DfE 0116/2000 P 29 6.11 states that:

"Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator's and teacher's responsibility to plan the curriculum and lessons."

Therefore, visitors to school, such as parents, health professionals and members of voluntary organisations, may be invited to plan and contribute to SRE lessons. They will be given a copy of this policy and will be expected to work within the values framework described within. The PSHEE co-ordinator will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the school's SRE programme. A teacher will be present during the lesson.

### **Terminology**

OfSTED guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people.

### **Monitoring and evaluation of SRE**

The PSHEE co-ordinator collects evidence for the monitoring and evaluation of the SRE programme by means of lesson observations, monitoring lesson plans and gathering feedback from teachers and pupils. Feedback is obtained from group discussions with teachers and pupils and feedback forms.

### **Withdrawal of students from sex and relationship education and complaints procedure**

Parents are informed of their legal right to withdraw their child from SRE via the school prospectus: Section 405 of the Education Act 1996 enables parents to withdraw their children from sex education other than the sex education that is in the National Curriculum (such as the biological aspects of human growth and reproduction that are essential elements of National Curriculum Science). Any parent wishing to withdraw their child is encouraged to make an appointment with the Deputy Headteacher in charge of Safeguarding.

### **Safeguarding / Confidentiality**

Teachers need to be aware that effective SRE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Under the common law young people are entitled to the same duty of confidence as adults. Personal information about them should not be shared without their permission except for the purposes of child protection. There may be rare occasions when a child under the age of thirteen who is sexually active directly approaches a teacher. This should be viewed as a child protection issue and procedures should be followed as outlined in the Safeguarding sexually active young people guidance.

The staff member will inform the Head Teacher /Designated Child Protection person in line with the LA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

### **Key Stage 3 and 4 only**

#### **Under 16s' entitlement to confidential health advice and treatment**

The School Nurse and other health professionals follow guidelines which allow them to give advice and treatment to young people under 16 years old without the knowledge or consent of the parents/carers if that is in the young person's best interests. They will, however, encourage the young person to talk to their parents/carers. Only in cases where there is abuse or serious risk of harm would the health professional follow the county child protection procedure and breach the young person's confidentiality. The young person would be kept fully informed at all stages of the procedure.

When the school nurse sees pupils on a one-to-one basis she will follow these professional guidelines. In PSHEE lessons, however, she must follow the same guidelines as teachers.