



Rednock School

Quality, Partnership, Success

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Proposed Policy:	SRE Policy	Responsibility Of:	Tim Justice
Date of Ratification:	April 2018	Date of Review:	April 2019

SEX & RELATIONSHIPS EDUCATION (SRE) POLICY

Policy Responsibility

The Sex and Relationships Education Policy is the responsibility of the Governors who delegate its organisation and delivery to the Head Teacher and staff. The policy is discussed and presented to Governors and is reviewed annually. It was re-drafted by the Student Support Services Manager following discussions with Senior Management, staff and students.

Member of staff responsible: Mr T Justice – Head of Life skills
Team Link: Mr M Merriman, Associate Assistant Head
Other relevant staff: Mrs K Clements – Student Development Manager / Designated Safeguarding Lead (DSL)
Mr A Birkett – Child Exploitation & Online Protection Link (CEOP)

Rationale

1. BASIC INFORMATION

Sex and Relationships Education (SRE) is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity.

It has three main elements:

i) attitudes and values

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making.

ii) personal and social skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;

- managing conflict;
- learning how to recognise and avoid exploitation and abuse, both face to face and through modern communication media.

iii) **knowledge and understanding**

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy.

2. **AIMS**

Rednock School believes that Sex and Relationships Education is an entitlement of all students.

We aim to:

- give young people a basic knowledge and understanding of human development;
- help young people adapt to changes in themselves and their environment;
- help young people to explore and understand the feelings, attitudes and values of themselves and others;
- help young people to determine where they have control over their health and where they can make conscious choices and determine their future health and lifestyles.

Through this policy we hope to communicate to staff, parents, visitors and students how Sex and Relationships Education is delivered in Rednock School.

The school will explore and adopt different forms of approved modern media to promote SRE to both students and parents, thus enabling them to access a relevant source of information to be used in conjunction with other national bodies - NHS, local surgeries, Childline, GCC little Red book, Gloucestershire Healthy Living and Learning - <https://www.ghll.org.uk/>

The need to protect children and young people from inappropriate online content, cyber-bullying and exploitation is a growing concern. SRE will therefore teach that the internet and social media are important resources for learning and information, and a great opportunity to build social networks, as well as teaching about the risks and how to stay safe online.

3. **MORAL AND VALUES FRAMEWORK**

The Sex and Relationships Education programme will reflect the ethos of the School and will have due regard to moral considerations and the value of family life.

4. **EQUAL OPPORTUNITIES**

Rednock School is committed to working towards equal opportunities in all aspects of school life. Resources and methods are all in keeping with the School's Equal Opportunities Policy.

5. **ORGANISATION**

Sex and Relationships Education is co-ordinated by Head of Life skills who is responsible for the planning, implementation and review of the programme.

Delivery is through planned aspects in Life Skills, Science, P.E. and in off-timetable sessions. It also takes place when moral and ethical issues are addressed in any subject area. However, as long as any discussion takes place within the context of any subject, it will not be deemed

part of the Sex and Relationships Education Programme, and therefore not subject to the parental right of withdrawal. A variety of teaching approaches is used as appropriate to ensure the aims of the programme are implemented.

Students are usually taught in mixed gender groups, although some self-selected grouping takes place and there is, sometimes, provision made for a single-sex session when appropriate or requested by students.

A wide range of materials is used, particularly making use of those provided by Health Promotion Resources Service, and may be inspected by parents if they wish to contact the School.

Staff who take part in the Sex and Relationships Education programme, teach within the School's value framework.

Parents and students can be reassured that the personal beliefs and attitudes of teachers will not influence the teaching of Sex and Relationships Education.

6. SPECIFIC ISSUES

i) Confidentiality

Students will be told that schools cannot hold some information confidential, namely,

- where there is a legal requirement or duty to disclose it
- where there is a risk of serious harm or threat to life
- where a serious crime is about to be or has been committed

They will be informed that although staff are bound to act on certain disclosures, students will also be offered sensitive and appropriate support.

ii) Disclosure of a health-related matter

- (e.g. pregnancy, drug taking, mental health problems, and serious illness)

Should a young person disclose a health-related matter such as above, s/he should be reassured that swift access to appropriate support can be made. The young person should be offered an appointment with the School Nurse or other health professional, which can be made through Student Reception.. The young person will also be encouraged to talk with their parents/carers and asked whether they want help in doing so. All such cases will be followed up by the School Nurse to ensure that the young person has received appropriate support, and general statistics (not individual names) will be recorded by the Assistant Head Teacher (Student Support) to inform the Life skills curriculum. Where a student is authorised to leave the school premises to receive appropriate health-related support, providing this is with the knowledge and agreement of the school, then any such absence shall not qualify as unauthorised absence for the purposes of the Attendance Policy. It is helpful if the student can be accompanied on such visits by an appropriate member of staff if the appointment is during school hours.

iii) Disclosure of sexual abuse or other safeguarding Concerns

If there is a disclosure or suspicion of child abuse or possible abuse, the School's Safeguarding Children Policy will be followed.

iv) Contraceptive information

Young people will be given full information by the staff within the SRE programme about different types of contraception, including emergency contraception and their effectiveness. Students may wish to raise further issues with staff arising from discussion in the classroom.

Additional information and guidance may also be given to young people on where they can obtain confidential advice, counselling and, where necessary, treatment. Any young person who thinks they may be at risk of pregnancy, should feel reassured that

they can talk to an adult and they will be supported, (see above). Access to contraceptive information and advice can be obtained through the School Nurse and the weekly Teenage Health Drop-In.

v) Explicit or Difficult Questions

Teachers will use their professional judgement to deal with explicit or difficult questions in the course of Sex and Relationships Education. Such questions need not be answered directly and can be addressed individually later, when students might be encouraged to discuss them with parents or a health professional.

Sexual Orientation

Information for lesbian, gay, bisexual and transgender students will be made readily available through the Head of Life Skills using resources available from the Stonewall Project, Gloucestershire Healthy living and learning and Gay-Glos.

vi) Outside Visitors

The School and local health professionals work together closely on the planning and delivery of the programme, and often use is made of visiting participants - for example, G.Ps., health visitors, school nurses or other health professionals. These will receive the Sex and Relationships Education Policy and will be asked to work within it. Health professionals who are involved in delivering programmes are expected to work within the School's Sex and Relationship Education Policy. However, when they are in their professional role, such as a school nurse in a consultation with an individual student, they will follow their own professional codes of conduct.

vii) Withdrawal of Students

Parents have the right to withdraw their children from all or part of the Sex and Relationships Education provided at school except for those parts included in the statutory National Guidelines (see Science Curriculum in Scheme of Work).

Parents wishing to exercise that right are invited to contact the member of staff responsible for the Sex and Relationships Education Programme to discuss the issues, but they are under no obligation to do so. Once a child has been withdrawn, they cannot take part in later Sex and Relationships Education without parental approval.

When a child who has previously been withdrawn from Sex and Relationships Education reaches the age of 16, his/her parents will be asked to confirm their decision.

viii) Complaints Procedure

For any complaints about the Sex and Relationships Education Policy please follow the school's General Complaints Procedure (policy available from the school office).

7. MONITORING AND REVIEW

Sex and Relationships Education will be monitored by the Assistant Head Teacher (Student Support), the Head of Life Skills and the Head Teacher. The Policy will be reviewed annually and a short report made to Governors.

Feedback from students, parents and staff will help in the evaluation and planning of the programme.

8. CONTENT

The Sex and Relationships Education programme provides students with a body of knowledge and encourages the acquisition of skills and attitudes which will help students manage their lives responsibly and in a healthy way.

The following are the intended learning outcomes for SRE for Key stage 3 and 4. They draw on DfE and other guidance on SRE and they reflect elements of the non-statutory framework for PSHE.

By the end of Key Stage 3:

Students will be able to:

- manage changing relationships
- recognise risk of personal safety in sexual behaviour and be able to make safe decisions
- ask for help and support
- explain the relationship between their self-esteem and how they see themselves
- develop skills of assertiveness in order to resist peer pressure and stereotyping
- see the complexity of moral, social and cultural issues and be able to form a view of their own
- develop good interpersonal skills to sustain existing relationships as they grow and change and to help them make new relationships
- be tolerant of the diversity of personal, social and sexual preference in relationships
- develop empathy with the core values of family life in all its variety of forms
- recognise the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage
- recognise the stages of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively.

Students will know and understand:

- that fertilisation in humans is the fusion of a male and a female cell
- the physical and emotional changes that take place during adolescence
- about the human reproductive system, including the menstrual cycle and fertilisation
- how the foetus develops in the uterus
- how the growth and reproduction of bacteria and the replication of viruses can affect health
- how the media influence understanding and attitudes towards sexual health
- how good relationships can promote mental well-being
- the law relating to sexual behaviour of young people
- the sources of advice and support
- about when and where to get help, such as at a genito-urinary medicine clinic.

Students will have considered:

- the benefits of sexual behaviour within a committed relationship
- how they see themselves affects their self-confidence and behaviour
- the importance of respecting difference in relation to gender and sexuality
- how it feels to be different and be discriminated against
- issues such as the costs of early sexual activity
- the unacceptability of prejudice and homophobic bullying
- what rights and responsibility mean in relationships

By the end of Key Stage 4:

Students will be able to:

- recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek professional health advice
- manage emotions associated with changing relationships with parents and friends
- see both sides of an argument and express and justify a personal opinion
- have the determination to stand up for their beliefs and values
- make informed choices about the pattern of their lifestyle which promote well-being

- have the confidence to assert themselves and challenge offending behaviour
- develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships
- work co-operatively with a range of people who are different from themselves.

Students will know and understand:

- the way in which hormonal control occurs, including the effects of the sex hormones
- some medical uses of hormones including the control and promotion of fertility
- the defence mechanisms of the body
- how sex is determined in humans
- how HIV and other sexually transmitted infections affect the body
- the link between eating disorders and self-image and sexual identity
- the risks of early sexual activity and the link with the use of alcohol
- how the different forms of contraception work and where to get advice
- the role of statutory and voluntary organisations
- the law in relation to sexual activity for young people and adults
- how their own identity is influenced by both their personal values and those of their family and society
- how to respond appropriately within a range of social relationships
- how to access the statutory and voluntary agencies which support relationships in crisis
- the qualities of good parenting and its value to family life
- the benefits of marriage or a stable partnership in bringing up children
- the way different forms of relationship including marriage depend for their success on maturity and commitment.

Students will have considered

- their developing sense of sexual identity and feel confident and comfortable with it
- how personal, family and social values influence behaviour
- the arguments around moral issues such as abortion; contraception and the age of consent
- the individual contributions made by partners in a sustained relationship and how these can be of joy or benefit to both
- the consequences of close relationships including having children and how this will create family ties which impact on their lives and those of others.

Associated Policies:

E Safety Policy;

Safeguarding Policy;

Life Skills Policy;

General Complaints Policy.