

# Sex and relationship education policy

## Stopsley High School



**Approved by:** [Name]

**Date:** [Date]

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## **1. Aims**

The aims of sex and relationship education (SRE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

## **2. Statutory requirements**

Under [section 3.6 of the National Curriculum](#), SRE is compulsory from year 7 onwards.

Secondary schools must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

## **3. Policy development**

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were given the opportunity to look at the policy and make recommendations
4. Pupil consultation – we investigated what exactly pupils want from their SRE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## **4. Definition**

SRE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

SRE involves a combination of sharing information, and exploring issues and values.

**SRE is not about the promotion of sexual activity.**

## **5. Delivery of SRE**

\* SRE is taught within the personal, social, health economic and citizenship (PSHCE) education curriculum through L4L lessons. Biological aspects of SRE are taught within the science curriculum, and other aspects are included in philosophy and ethics. The teaching and materials will be appropriate to the age, and sensitive to the cultural background of the pupils concerned.

\*Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within different contexts.

\*SRE will be delivered within the school's agreed aims, values and moral framework which is sensitive to the needs and beliefs of pupils, parents / carers and other members of the school community. This will be delivered within the school's agreed equal opportunities framework.

Sex and Relationships Education (SRE) supports and guides children and young people in life long learning about relationships, emotions, the human biology of sex, sexuality and sexual health. Along with parents and carers, we help our young people to understand and manage their physical and emotional development in adolescence and prepare for the decisions to be made in adult life.

We believe that pupils should have accurate information that relates to their needs. They need help to explore their own feelings and attitudes, and those of society, in order to develop values on which to base decisions about relationships. They need to learn the communication skills necessary to help them take increasing responsibility for their own sexual behaviour.

SRE will, as far as possible, support the importance of stable relationships, for family life and bringing up children. Care is taken to ensure there is no stigmatisation of children based on their different home circumstances.

Thinking about morals and values also includes:

- Respect for self and others
- Non-exploitation in relationships
- Commitment, trust and love within relationships
- Honesty with self and others
- Self awareness
- Exploration of rights, duties and responsibilities
- Understanding diversity regarding religion, culture and sexual orientation

## 5.1 Teaching Strategies:

### Teaching and Learning Styles

\*A variety of teaching approaches will be used to take into account the different preferred learning styles and differences in physical and emotional maturity of the pupils. These approaches may include:

- DVD/Video will be used to introduce topics, issues and discussion points;
- Visual/ Auditory/ Kinaesthetic (Active learning)
- role play is used to explore issues relating to 'what is normal?' or saying 'No' for example;
- poster design
- quizzes;
- discussion in pairs, in groups, whole class;
- reflection on what has been learned.

### Good practice

\*It is good practice to set out **ground rules** to help create a safe environment in which pupils do not feel anxious or embarrassed by ensuring the following:

- a) teachers/health professionals will not have to answer personal questions
- b) no pupil will be forced to take part in a discussion
- c) pupils will be encouraged to use the correct name for body parts
- d) meaning of words will be explained in a factual way

\*Teachers will use **distancing techniques** which involve de-personalising discussion and using role play to 'act out' situations.

\*Teachers will be given training on how to respond to difficult questions. The ground rules should reduce the chance of a difficult personal question being asked. If a question is asked that is too personal or too explicit then the teacher should:-

- a) acknowledge the question and promise to speak to the pupil later on an individual basis and/or
- b) in consultation with the house leader/school refer the pupil to an appropriate agency

### Specific Issues when teaching Sex and Relationship Education

\*Teachers are in a position of trust and are expected to work within the agreed parameters of this document.

\*Teachers must be aware of the school Child Protection Policy as the teaching of SRE may raise the sensitive issue of child abuse. Joint guidance by the DfES "Working Together to Safeguard Children" (pub. March 2010) sets out how all agencies should work together to promote children's welfare and protect them from abuse and neglect.

\*Confidentiality – disclosures from pupils may take place and they should be reassured that their best interests will be maintained. They will be encouraged to talk to their parents or carers. They should be reassured that if confidentiality has to be broken they will be informed first and supported as appropriate. If there is a child protection issue the teacher will inform the designated teacher for Child Protection. (See Safeguarding Children policy, **Date?**)

\*The teaching of contraception is an essential part of the Government's strategy to reduce teenage pregnancy. SRE staff should give pupils information about different types of contraception and should give additional information about where they can obtain confidential advice and counselling, on an individual basis.

\*A key task for schools is to reduce/delay sexual activity and to reduce the incidence of teenage pregnancy through the teaching of SRE. National and local statistics should be used as the basis for discussion. In discussing the moral issues the religious convictions of pupils and their parents should be respected.

\*STIs including HIV and AIDs – the teaching about safer sex is one of the Government's strategies

for reducing the incidence of STI's including HIV/AIDs. It is vital to give pupils appropriate information and knowledge about STIs and HIV/AIDs. As well as information pupils need to develop the skills to enable them to make sensible choices. This will link to peer pressure and other risk taking behaviour such as drugs and alcohol.

### The Role of Parents and Carers and the Community

\*Research shows that children and young people want to receive their initial sex and relationship education from their parents and families with schools building on this later. However, many parents find it difficult to talk to their children about these issues.

\*Teaching of some aspects of SRE by teachers might nevertheless be of particular concern to some parents. Parents may need to be reassured that the personal beliefs and attitudes of teachers will not influence the teaching of SRE. All the teaching of SRE should be within the agreed values and framework of this policy and the Government framework.

\*Parents have the right to withdraw their child from all or part of the SRE delivered as part of the PSHCE programme, but not from those parts included in the statutory NC for Science.

\*The wider community will be involved at different times. Health professionals, particularly the have a role to play and may work with teachers in delivering some aspects of the SRE. Peer educators may also be involved at times to complement the SRE programme in school.

\* It is essential that the teacher is present in the lesson at all times if a visitor contributes to the delivery of SRE.

## **6. Roles and responsibilities**

### **6.1 The governing board**

The governing board will approve the SRE policy, and hold the headteacher to account for its implementation.

### **6.2 The headteacher**

The headteacher is responsible for ensuring that SRE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of SRE (see section 7).

### **6.3 Staff**

SRE should be set within a broader base of self-esteem and responsibility for the consequences of ones actions.

Staff are responsible for:

- Delivering SRE in a sensitive way
- Modelling positive attitudes to SRE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of SRE

Staff do not have the right to opt out of teaching SRE. Staff who have concerns about teaching SRE are encouraged to discuss this with the headteacher.

### **6.4 Pupils**

Pupils are expected to engage fully in SRE and, when discussing issues related to SRE, treat others with respect and sensitivity.

## **7. Parents' right to withdraw**

Parents' have the right to withdraw their children from the non-statutory/non-science components of SRE.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from SRE.

## **8. Training**

Staff training on the delivery of SRE will be included in our continuing professional development programme.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching SRE.

## **9. Monitoring arrangements**

The delivery of SRE is monitored by the headteacher through:

*\*book looks*

*\*learning walks*

*\*student evaluations*

Pupils' development in SRE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the headteacher annually. At every review, the policy will be approved by the governing body.