



SEX AND RELATIONSHIPS EDUCATION (SRE) POLICY

Approved/reviewed by	
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SEX AND RELATIONSHIPS EDUCATION (SRE) POLICY

Sex and Relationships Education (SRE) makes an important contribution to the provision of the spiritual, moral, cultural, emotional and physical development of pupils in preparing them for the opportunities, responsibilities and experiences of adult life. Effective SRE is important to ensure that pupils grow up able to enjoy the positive benefits of loving, rewarding and responsible relationships. It is important that pupils are informed, are comfortable with the changes during puberty, are aware of sexual health and feel safe emotionally.

What is Sex and Relationship Education?

The DfE SRE Guidance for Schools (2000) states the following:

It 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 – this would be inappropriate teaching.

It has three main elements:

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; and
- developing critical thinking as part of decision-making.

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; and
- learning how to recognize and avoid exploitation and abuse.

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; and
- the avoidance of unplanned pregnancy

and takes account of the 5 outcomes of every child matters (2003).

The Current Legal Position on SRE

The government's commitment to SRE is outlined in the 'Schools White Paper 'The Importance of Teaching' (Nov 2010). The Paper states that children need high quality Sex and Relationships Education so they can make wise and informed choices. There is a commitment to work with professionals and parents to improve SRE.

Therefore the most up to date Legislation relating to SRE is contained within the Education Act (1996) and the Learning and Skills Act (2000). The requirements are that;

- It is compulsory for all maintained schools to teach some parts of Sex Education i.e. the biological aspects of puberty, reproduction and the spread of viruses. These topics are statutory parts of the National Curriculum Science which must be taught to all pupils of primary and secondary age.
- There is also a separate requirement to teach secondary age pupils about HIV and AIDs and sexually transmitted infections.
- The broader topic of Sex and Relationships Education (SRE) is currently not compulsory but is contained within non statutory PSHE education within the National Curriculum and is strongly recommended within SRE Guidance (2000). In law Governors are expected to give 'due regard' to this guidance.
- All schools are legally obliged to have an up to date SRE Policy that describe the content and organisation of SRE taught outside the Science Curriculum.

Aims for Sex and Relationships Education (SRE):

The guidance suggests that SRE in secondary schools should prepare young people for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- be aware of their sexuality and understand human sexuality;
- understand the arguments for delaying sexual activity;
- understand the reasons for having protected sex;
- understand the consequences of their actions and behave responsibly within relationships;
- have the confidence and self-esteem to value themselves and others, and to have respect for individual conscience and the skills to judge what kind of relationships they want;
- communicate effectively;

- have sufficient information and skills to protect themselves and, where they have one, their partner, from unintended and unwanted conceptions and sexually transmitted infections, including HIV;
- avoid being exploited or exploiting others;
- avoid being pressurised into having unwanted or unprotected sex;
- get confidential sexual health advice, support and, if necessary, treatment;
- know how the law applies to sexual relationships.

Objectives

- To provide a programme that takes account of and is relevant to, the pupils' knowledge, understanding and particular needs.
- To be delivered through an ethos of trust and openness where topics can be freely discussed.
- To provide the value of caring relationships and different family structures.
- To encourage the development of skills in personal relationships and the confidence to exercise personal rights.
- To be able to name parts of the bodies and describe how their bodies work.

Introduction

Learning about friendships, relationships, sexual development and family life, is an important part of preparing pupils for adult life.

During their time at secondary school, pupils develop and mature both physically, socially and emotionally. It is a time of change that can be confusing, when some pupils may not feel able to talk openly with parents or friends, or may pick up 'half - truths' from the media.

It is therefore important for all pupils to have a chance to learn and understand the basic facts about growing up. They also need opportunities to consider what it means to have respectful and responsible friendships and relationships.

Boys and Sex and Relationships Education

Sex and relationships education has traditionally been delivered in a way that seemed more appropriate to girls than boys. As a result some boys have switched off and gained little appreciation of their responsibilities in a sexual relationship. It is important then, for boys to examine their attitudes towards their partner, to realise their responsibilities in a sexual relationship and to understand the magnitude of the long- term problems. It is against 'male culture' to discuss issues of sexual health in open manner and this is more evident in mixed sex and large groups where they are unlikely to want to make themselves appear vulnerable, less knowledgeable or different. It is unfortunate also those boys are disadvantaged from an early age in regard to SRE in that they often lack positive male role models that are confident and knowledgeable in discussing men's sexual issues both in the home and in school. They also

don't have access to the level of sexual information through magazines and literature that girls do but often get easy access to the wrong information via internet porn.

It is recognised that boys approach sex with a different set of priorities to girls. Generally:

- For boys it is important to appear knowledgeable and to be perceived by their peers as being 'good at sex'. They are concerned about maintaining a powerful image and not being seen as being weak.
- For girls it is important that they maintain a good reputation and their concerns are around not acquiring an STI or becoming pregnant.

If SRE is to be relevant to boys then it must acknowledge this different set of values and attempt to address them. SRE for boys needs to:

- Challenge traditional roles and expectations
- Encourage boys to talk more openly about feelings and emotions
- Encourage an understanding of responsibilities and consequence of actions to themselves and their partner.

How is SRE provided?

Pupils need to be given accurate information and helped to develop skills to enable them to understand difference and respect themselves and others. A planned progressive programme of SRE will gradually and appropriately begin to prepare pupils for adult life. It will support the teaching of skills that pupils require to manage effectively the natural physical and emotional changes that they experience as they grow and mature into healthy, confident and independent adults.

In line with national recommendations SRE will be delivered through the PSHE, Science and Religious Education frameworks and reinforced throughout the whole of the school day. Generally this will be delivered by the class teacher. On occasions when there is input from external professionals such as Loudmouth and Round Midnight Theatre in Education; these will work closely with the PSHE lead and work will be reinforced through whole school themed activities.

Approach

Approaches that are used:

- Small same sex groups create an environment where boys would feel more comfortable addressing these issues.
- Communication skills are built upon so those pupils feel able to discuss issues such as these and identify what factors block those discussions.
- Delivery is by a teacher that they are familiar with and have built up a degree of trust and where possible sessions are facilitated by a trusted male and female member of staff.

- Distancing and third party techniques such as role play, case studies and drama help to reduce the perceived threat to being open and honest by deflecting personal concerns and issues onto fictional characters and situations.
- Male lifestyle articles are used as a means of stimulating discussion and looking at the role of men and relevant health issues.
- Opportunities are created for the boys to discuss what 'being a man' means to them and how they conform to that role.
- Resources are selected that challenge stereotypical images and present different lifestyle options for our boys.

We intend that all pupils shall experience a programme of Sex and Relationships Education at a level, which is commensurate with their sex, age, physical development, and previous sex education with adaptations for those whose cognitive development is particularly slow.

- SRE is an integral part of the school's PSHE curriculum.
- Pupils are entitled to appropriate factual information about puberty, sexual development and behaviour, relationships and family life. They also need opportunities to consider how attitudes, values and choices affect themselves and other people. These aspects of SRE are as important as the factual information, in helping pupils to develop responsible and respectful behaviour and relationships.
- The ethos of the school makes an important contribution to the pupils' learning. The ways in which staff and pupils treat one another and the general organisation of the school can help to foster positive and responsible attitudes among pupils.
- It is impossible to avoid sensitive and controversial issues in teaching sex education. As in all subjects, pupils will be presented with the relevant facts and a balanced view of the issues involved. They will be encouraged to think for themselves and to understand the consequences of different views and behaviours.
- Teaching about different sexual choices including homosexuality will be approached as outlined above.
- The school will work within the moral framework for SRE within the 1993 Education Act including Annex B regarding the laws on sexual behaviour.

Sensitive Issues

A range of sensitive issue may inevitably be raised by pupils, if not by the teacher. Such issues will be addressed with sensitivity, at a level appropriate to the age and ability of the pupils, and in an objective manner free from personal bias. Account will be taken of different new points and beliefs. Discussions will be set within the Legal Framework and pupils helped to understand the law as it relates to specific issues.

Individual Needs

- A few pupils may have needs which cannot be met adequately through the formal curriculum. Pupils may need individual counselling or support or seeking help outside the school. An effective system is therefore essential in both identifying and meeting individual needs.
- Teaching SRE can sometimes lead to disclosure of abuse.
- Staff will need to be aware of this and be familiar with the procedures within school, and as laid down by the LEA for dealing with disclosures.

Staffing

- From time to time, all staff including non-teaching staff may be asked questions by pupils. All staff therefore need to understand this policy, and should feel able to answer such questions confidently. They are expected to answer student's questions in a balanced way.

Family Involvement

- SRE will be taught in a manner that respects the values and life styles of the student's family background. It will take full account of the wider range of family patterns, and be sensitive to different cultural and religious beliefs and practices.
- Parents/Carers will have opportunities to see the teaching materials used for Sex Education and to talk with staff about the content and approach used. Their concerns will be given a full sympathetic hearing.

a) Confidentiality

All pupils are entitled to maintained respect, privacy and dignity from staff when talking about sensitive issues.

b) Non-Judgmental Approach

Many pupils or their families may attach feelings of guilt or judgement to certain aspects of sexuality. It is important to be aware of these issues, but not necessarily to reinforce them.

c) Separating Emotional Confusion from Factual Misunderstanding

Close working with teachers will help maintain clarity about many aspects concerning the pupils' need to understand the information available. Sometimes their confusion will be related to home or family-based matters and in such cases social counselling may be appropriate.

d) Sexual Abuse

We are aware that some of our pupils have experienced abuse. We do not accept this as a reason for avoiding education about sex and personal matters. It makes it more essential: such teaching may help pupils gain the skills to avoid some abusive

situations.

e) Contraceptive Advice

Pupils will be taught, in the context of sexual intimacy and safer sex, that intercourse always involves using a condom. Questions about forms of contraception will be answered accurately and honestly within the pupils' ability to understand. If pupils need further personal advice, counselling and support will be sought from appropriate agencies and staff such as the school nurse and the Brook.

f) Sexually Transmitted Infections

We aim to prepare our pupils for as much independence as possible. In this context, we expect pupils to learn that condom use is normal behaviour in any physical sexual encounter. A further stage would be to explain that infection may be passed on when a condom is not used. After establishing existing knowledge of common STI's, detailed knowledge of symptoms, treatment and prevention of STI's such as Genital Warts, Chlamydia and Herpes is also given in conjunction with HIV & AIDS education.

Support for Parents

The school recognizes that there may be parental anxiety surrounding the teaching of SRE and to alleviate this school aims to:

- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. The school aims to work in partnerships with parents and pupils consulting them about the context of programmes.
- Recognise that parents have the right of withdrawal of their children from all or parts of the SRE provided outside of the National Curriculum.
- Recognise that the wider community has much to offer and the school aims to work in partnership with health professionals, social workers and other, appropriate personnel. Parents will be informed ahead of any outside bodies being used in the delivery of any parts of the curriculum.
- Consult with the parents of new entrants with regards to SRE as part of the admissions procedure.
- Provide a copy of the SRE policy on request.
- Notify parents when SRE lessons are due to commence. Identifying the objectives, the activities being taught and resources to be used in SRE lessons.

Support for Teachers on specific issues.

Confidentiality – teachers will respect confidentiality with the exception that where a course of action may place a pupil at moral or physical risk the teacher has a responsibility to inform the Headteacher who in turn will inform the parents.

Child Protection Procedures – where a pupil discloses sexual abuse or where a teacher has

reason to suspect abuse, immediate action will be taken to inform the schools designated Child Protection Officer and the school's Child Protection Policy procedure followed.

Advice to pupils – where an individual pupil asks specific advice on contraception or other aspects of sexual behaviour, they will be encouraged to seek advice from the school nurse or be sign posted to other sexual health professionals.

Monitoring and review of SRE Policy

The school will need to assess how effective the aims, content, and methods in promoting pupils' learning. Feedback from staff, parents and pupils will help to judge this. A review will be held annually and reported to the Governing Body.

Ultimately, the responsibility for the implementation of all aspects of this policy, rest with the Headteacher.

Use of Outside Agencies

- The school has a long history of established links with theatre in education companies such as Loudmouth and Round Midnight and have enlisted services from Women's Aid and the Brook.

Key Stage 3 – Sex and Relationships Education in the Curriculum		
PHSE: Non-statutory Programme of study: Personal Wellbeing (QCA 2007)	Science: Statutory Programme of study: (QCA 2007)	Questions to help pupils to explore SRE within the national curriculum
<p>The range and content that teachers should draw on when teaching the key concepts and processes include:</p> <ul style="list-style-type: none"> • Examples of diverse values encountered in society and the clarification of personal values • Physical and emotional change and puberty • Sexual activity, human reproduction, contraception, pregnancy and sexually transmitted infections and HIV and how high-risk behaviours affect the health and wellbeing of individuals, families and communities • The features of positive and stable relationships, how to deal with a breakdown in a relationship and the effects of loss and bereavement 	<p>Range and content should include:</p> <p>Organisms, behaviour and health</p> <ul style="list-style-type: none"> • The human reproductive cycle includes adolescence, fertilisation and foetal development • Conception, growth, development behaviour and health can be affected by diet, drugs and disease <p>The curriculum should provide opportunities for pupils to:</p> <ul style="list-style-type: none"> • Consider how knowledge and understanding of science informs personal and collective decisions, including those on substance abuse and sexual health <p>Explanatory notes:</p> <p>Sexual Health: includes issues related to contraception, pregnancy and disease</p>	<ul style="list-style-type: none"> • What is normal physical development during adolescence and what is a positive body image? • What is sexual attraction and sexual orientation and how does it vary between people? • How do friends, culture, faith and family influence beliefs and attitudes to sex and relationships? • How may our relationships with peers and family change during adolescence? • How do I feel about these changing relationships? • What skills do I need to cope with this? • What messages about our bodies, sex and relationships does the media present and how is this different to reality? • How does this make me feel? • What is my attitude to positive body image, how does this vary for men/women/disabled people and how are my views affected by peers, family, community and the media? • What affects our self-esteem and how does self-esteem affect our emotional health and relationships with others? • What factors makes a loving and happy relationship? • What factors can make relationships unhappy? • What is equality in relationships and what are the characteristics of unequal relationships? • What is the value of stable relationships and how are people affected by separation and loss?

<ul style="list-style-type: none"> • Different types of relationships, including those within families and between older and young people, boys and girls and people of the same sex, including civil partnerships • The nature and importance of marriage and of stable relationships for family life and bringing up children • The similarities, differences and diversity among people of different race, culture, ability, disability, gender, age and sexual orientation and the impact of prejudice bullying, discrimination and racism on individuals and communities 	<p>Diet, drugs and disease: This includes the effect of drugs such as alcohol, tobacco and cannabis on mental and physical health. It also includes the effects of bacteria and viruses, such as those associated with sexually transmitted infections.</p>	<ul style="list-style-type: none"> • What are the different ways of expressing sexual intimacy and what are the associated risks of STIs and pregnancy? • What is the law on consent to sexual activity? • What do I understand about consent in relationships? • What skills and attitudes do I need to develop in relationship to it? • How do I assess risk in sex and relationships? • What are some of the influences on our choices about sex and relationships and how can I deal with peer pressure? • How do males/females behave differently in relationships and what other choices do they have? • How does alcohol and drugs affect sexual behaviour? • What are sexually transmitted infections, how are they transmitted, treated, tested and prevented (including condoms)? • What is the role of hormones in the menstrual cycle and how does fertility change with age? • How do women get pregnant and what sexual activities can/cannot lead to conception? • What choices does a woman have if she gets pregnant, including keeping the baby, abortion and adoption? • What are the different types of contraception including emergency contraception and how are these used? • How can I talk to my parents or a trusted adult if I need help and advice? • What can I expect from contraception and sexual health services and where and when are these services available?
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Key Stage 4 – Sex and Relationships Education in the Curriculum

PSHE; Non- statutory Programme of study: Personal Wellbeing (QCA 2007)	Science: Statutory Programme of study: (QCA 2007)	Questions to help pupils to explore SRE within the National Curriculum
<p>The range and content that teachers should draw on when teaching the key concepts and processes include:</p> <ul style="list-style-type: none"> • The effect of diverse and conflicting values on individuals, families and communities and ways of responding to them • How the media portrays young people, body image and health issues • The benefits and risks of health and lifestyle choices, including choices relating to sexual activity and substance use and misuse, and the short and long-term consequences for the health and mental and emotional wellbeing of individuals, families and communities • Where and how to obtain health information, how to recognise and follow health and safety procedures, ways of reducing risk and minimising harm in risky situations, how to find sources of emergency help and how to use basic and emergency first aid • Characteristics of positive relationships, and awareness of exploitation in relationships and of statutory and voluntary organisations that support relationships in crisis • Parenting skills and qualities and their central importance to family life 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Organisation and health <p>Human health is affected by a range of environmental and inherited factors, by the use of misuse of drugs and medical treatments</p>	<ul style="list-style-type: none"> • How can conflict arise in relationships with my peers, family and others and how can I deal with it? • What are my relationship values? • How can good communication lead to more understanding and fulfilling relationships? • What are some of the sources of power in relationships including financial, emotional, age and gender and what are the options in relationships where power is unequal? • What skills do I need to resist pressure to do things I don't want to do – from peers and in a sexual relationship? • What can I do to retain control in risky situations? • How can I cope with strong feeling such as anger, sadness, desire and love? • What are the features of different methods of contraception and what protection do they offer in terms of STI's and pregnancy? • Is responsibility for contraception and protection shared in relationships and how can responsibility be negotiated? • How do alcohol and drugs affect sexual decision-making and what strategies can reduce the risks? • What are the responsibilities of being a parent and what skills do I need? • How can I contribute to challenging bullying, homophobia, sexism and discrimination? • What are some of the social and personal impacts of having an STI, for example HIV, and how can social stigma be challenged? • What is my attitude to the way in which media present sex and relationships and how is reality distorted, for example in pornography? • What sexual and reproductive rights do I have as a young person (including rights relating to information, healthcare, confidentiality and the law)?

<ul style="list-style-type: none"> • The impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances • The diversity of ethnic and cultural groups, the power of prejudice, bullying, discrimination and racism, and the need to take the initiative in challenging this and other offensive behaviours and in giving support to victims of abuse. 		<ul style="list-style-type: none"> • How can I talk to my parents or a trusted adult if I need help or advice? • What is the full range of services, help and information available to me including local contraception and sexual health services, counselling, pharmacists, GP's drop-in services for young people, telephone help-lines and internet sites? • Am I confident enough to access help and support?
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***It should be noted that the elements of SRE included in the Science curriculum have been statutory since 1996 and parents do not have a right to withdraw their children from this.**