

GROVE

Sex & Relationship Education (SRE) Policy 2011

Signed



Head teacher

Signed



Chair of Governing Body

Reviewed: March 2011

Review date: November 2013

Sex & Relationship Education (SRE) Policy

1. Introduction

This policy takes full account of the school's legal obligations and the latest DCSF guidance 'Sex and Relationship Education Guidance' (DCSF 0116/2000).

Maintained secondary schools in England and Wales have a legal responsibility to provide an SRE programme. They also have a responsibility to keep an up to date written statement of the policy they choose to adopt and this must be available to parents. Parents have a right to withdraw their children from 'sex education' lessons which fall outside those aspects covered in the National Curriculum Science.

2. The needs of young people and the role of schools

The overall aims of the School and National curriculum are:

1. To provide opportunities for all students to learn and to achieve.
2. To promote student's spiritual, moral, social and cultural development and prepare all students for the opportunities, responsibilities and experiences of life.

The DCSF 'Sex and Relationship Guidance' (2000) recommends that 'Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives'. The school has a key role, in partnership with parents/carers, in providing SRE.

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about sex and relationships, are more likely to be more discerning in their relationships and sexual behaviours and to have fulfilling relationships.

'Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to enter into sexual activity. Indeed it can help them learn the reasons for, and the benefits to be gained from, delaying such activity'.

DCSF 'Sex and Relationship Guidance', 2000.

3. National and local support and guidance for schools to develop SRE

Rates of teenage pregnancy, abortion and sexually transmitted infection in the UK are among the highest of all European countries. The Government has developed a comprehensive strategy to change this situation and SRE for students in both primary and secondary schools is seen, alongside other initiatives, as a key element. Our school's approach to SRE is in line with the

GROVE

Government's strategy and guidance given to schools in DCSF 'Sex and Relationship Guidance' 2000.

4. What is SRE?

The term *sex and relationships education* – *SRE* – is used in this policy rather than *sex education*. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self esteem and the skills to manage relationships.

According to the latest DCSF guidance 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'

DCSF 'Sex and Relationship Guidance', 2000.

The guidance suggests that SRE should have three main elements as follows:

4.1 Knowledge and understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, sexual health, emotions and relationships.

4.2 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.

4.3 Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self respect and respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Understanding the need to make informed and responsible choices
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Learning how to recognise and avoid exploitation and abuse.

5. Approach to SRE

Grove schools approach to SRE consists of:

1. The taught National Curriculum Science Programme of Study.
2. SRE modules within each Key Stage delivered within a planned PSHEE programme.
3. Pastoral support for students who experience difficulties.
4. Provision of appropriate information through leaflets, books, DVDs, videos, ICT, display of resources and posters

5.1 Morals and Values Framework

Grove's approach to SRE will be conducted within a clear morals and values framework based on the following principles:

- The value of stable and loving relationships.
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion.
- The right not to be abused by other people or be taken advantage of.
- The right of people to follow their own sexuality, within legal parameters.

We also believe that students have an entitlement to:

- Age and circumstance appropriate SRE.
- Access to help from trusted adults and helping services.

SRE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The Grove's approach to SRE will be balanced and take account of, and be sensitive to, different viewpoints.

5.2 Inclusion

'Mainstream schools and special schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in sex and relationship education. Sex and relationship education should help all students understand their physical and emotional development and enable them to make positive decisions in their lives'

DCSF SRE Guidance July 2000

Young people may have varying needs regarding SRE depending on their circumstances and background. The school strongly believes that all students should have access to SRE that is relevant to their particular needs. To achieve this the school's approach to SRE will take account of:

5.3 Equal opportunities for boys and girls

GROVE

We will consider the particular needs of boys and girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.

5.4 Ethnic and cultural diversity

Different ethnic and cultural groups may have different attitudes to SRE. The School will consult students and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

5.5 Varying home backgrounds

We recognise that our students may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

5.6 Sexuality

On average, about 5% of our students will go on to define themselves as gay, lesbian or bi-sexual (GLB). Students may also have GLB parents/carers, brothers or sisters, other family members and/or friends. Our approach to SRE will include sensitive, honest and balanced consideration of sexuality. We shall actively tackle homophobic bullying.

5.6 Special educational needs

We shall take account of the fact that some students may have learning, emotional or behavioural difficulties or physical disabilities that result in particular SRE needs.

5.7 The teaching programme for Sex and Relationship Education

We intend that all students shall experience a programme of sex and relationships education at a level which is appropriate for their age and physical development, with adaptations for those whose cognitive development is particularly slow.

5.8 Contraceptive advice to older students

Students will be taught, in the context of sexual intimacy and safer sex, that intercourse should always involve using a condom. Questions about forms of contraception will be answered accurately and honestly within the student's ability to understand. If students need further personal advice about contraceptive use, counselling and support will be sought from appropriate agencies and personnel.

6. Roles and responsibilities

A whole school approach will be adopted to SRE that actively involves the whole school community. All groups who make up the school community have rights and responsibilities regarding SRE. In particular:

GROVE

6.1 Governors have responsibilities for school policies.

6.2 The School Leadership Team (SLT) will endeavour to support the provision and development of SRE in line with this policy by providing leadership and adequate resourcing.

6.3 The SRE co-ordinator will maintain an overview of SRE provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, developing the provision to meet student's needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.

6.4 Parents/carers have a legal right to view this policy and to have information about the school's SRE provision. They also have a legal right to withdraw their children from dedicated sex education lessons if they wish. The school will seek and take account of parent/carer views and endeavour to adopt a partnership approach with parents/carers. The school's approach to SRE will encourage dialogue between parents/carers and their children.

6.5 Outside agencies and speakers may be involved in inputting to SRE lessons. The school will work in partnership with them and jointly plan their work within the school. Parents will be advised if outside agencies or speakers are invited into school to speak to their children.

6.6 Students have an entitlement to age and circumstance appropriate SRE and to pastoral support. They will be actively consulted about their SRE needs and their views will be central to developing the provision.

7. The Taught SRE Programme

7.1 Place in the curriculum

The SRE programme will be delivered as part of the school's approach to PSHEE and Citizenship. Those who teach SRE have specialised training, which is regularly updated. In addition certain biological aspects are delivered through Science lessons.

7.2 Aims of the programme

The overall aims of the SRE programme are:

- To provide accurate information about, and understanding of, SRE issues.
- To dispel myths.
- To explore a range of attitudes towards SRE issues and to help students to reach their own informed views and choices for a healthier lifestyle.
- To develop respect and care for others.
- To increase students' self esteem.
- To develop skills relevant to effective management of relationships and sexual situations. Examples include communication with and empathy

GROVE

towards others, risk assessment, assertiveness, conflict management, decision making, seeking help and helping others.

- To contribute to a reduction in local and national pregnancy, sexually transmitted infections and abortion rates.

7.3 Content and learning objectives

The SRE programme is delivered in a developmental manner so that issues are explored in greater depth as students mature.

7.4 Methodology and resources

Active learning methods which involve children's full participation will be used. This includes use of quizzes, case studies, research, role play, video, small group discussion and the use of guest speakers.

Sex and Relationship education takes place within mixed gender classes.

Teaching is conducted in a safe learning environment through the use of ground rules and distancing techniques so that students are not put on the spot or expected to discuss their own personal issues in class. Teaching resources are selected on the basis of their appropriateness to students.

7.5 Ground rules and distancing techniques

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of sex and relationships. To this end ground rules have been agreed to provide a common values framework within which to teach. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

- Students will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher or student) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Only the correct names for body parts will be used.
- Meanings of words will be explained in a sensible and factual way.

7.6 Answering difficult questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the PSHEE/Citizenship Co-ordinator concerned.

7.7 Dealing with questions

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.

GROVE

- Teachers should set the tone by speaking in a matter-of-fact way and ensuring that students discuss issues in a way which does not encourage giggling and silliness.
- Students should be encouraged to write down questions anonymously and post them in a question box. The teacher will have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.
- If a verbal question is too personal the teacher should remind the students of the ground rules.
- If a question is too explicit, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and attend to it later on an individual basis.
- Students must not be given the impression that teenagers inevitably have sex, the view that sex should be between two people who are mature enough to make informed decisions should be emphasised.
- If a teacher is concerned that a student is at risk of sexual abuse the member of staff who is designated for child protection should be informed and the usual child protection procedures followed.

7.8 Monitoring, evaluation and assessment

The programme is regularly evaluated by the SRE co-ordinator. The views of students and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis.

Monitoring and evaluation can be informed by the Ofsted Framework for the Inspection of Schools. Whilst it is difficult and often inappropriate to assess attitudes and students' personal lifestyle choices, much of the SRE programme of study is capable of formal assessment, particularly the knowledgeable components.

8. Parental concerns and withdrawal of students

Parents have a legal right to withdraw their children from dedicated 'sex education' lessons. They do not have a right to withdraw their children from those aspects of SRE that are taught in National Curriculum Science or where SRE issues arise incidentally in other subject areas.

We will work in active partnership with parents/carers, value their views and keep them informed about our SRE provision. If a parent/carer has any concerns about the SRE provision we will take time to address their concerns and allay any fears they may have. If any parents/carers decide to withdraw their child we shall work with them and their child to explore possible alternative provision.

9. Pastoral Support for Students who experience difficulties

9.1 The nature of support available to students

The school takes its role in the promotion of student wellbeing seriously. Staff endeavour to make themselves approachable and to provide caring and sensitive support for students in a number of ways. Staff may be approached

GROVE

for help on an individual basis. They offer a listening ear and, where appropriate, information and advice. The school will keep up to date about the development of local services and national help lines for young people and form working relationships with local agencies that are relevant to student needs.

9.2 Confidentiality and informing parents/carers

We are aware that some parents find it hard to cope with their children's sexual development, and are happy for the school to take the initiative. We will take every opportunity to inform and involve parents and carers by discussing and agreeing a consistent approach for students to be used at home and school

School staff cannot promise absolute confidentiality if approached by a student for help. Staff must make this clear to students. Child protection procedures must be followed when any disclosures about abuse are made.

It is very rare for a student to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement about whether or not a third party needs to be informed. This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the student may be experiencing.
- The student's age, maturity and competence to make their own decisions.

Where it is clear that a student would benefit from the involvement of a third party, staff should seek the consent of the student to do so. If appropriate, staff might inform the third party together with the student. Unless clearly inappropriate, students will always be encouraged to talk to their parent/carer.

9.3 Dealing with bullying

The school takes the issue of bullying very seriously in line with Student Support Circular 10/99 and DCSF 'Don't Suffer in Silence' 2002. This is reflected in the school's Promotion of Good Citizenship Policy. Staff will challenge and deal sensitively with any evidence of bullying. Students will be encouraged to report any incidents. Staff will endeavour to investigate any incidents of bullying as soon as possible and give feedback to students who complain of bullying. The SRE and PSHEE programmes will consider bullying and aim to discourage bullying based on sexism, homophobia, appearance and other sex/relationship issues. Procedures used to deal with any cases of Cyberbullying will follow the Security and Acceptable use of ICT Systems Policy for school computer users, Annex A, Cyberbullying.

10. Conclusion

The Sex and Relationship Education (SRE) Policy will be reviewed as part of the schools policy review cycle.