



Everyone matters, every day counts

# SEX & RELATIONSHIP EDUCATION POLICY

Policy created:

Policy first adopted: NOV 2012

Signed chair of Governors:

1/3/2016

Re-adopted & signed: Feb 2016 following review with Lead Teacher for PD, SLT and student support committee.



## SEX AND RELATIONSHIP EDUCATION POLICY

### The Consultation Process has involved:

- Pupil focus groups / school council
- Questionnaires to parents / carers
- Review of SRE curriculum content with staff and pupils
- Consultation with wider school community
- Consultation with school governors

### Legal Framework

The legal status of sex and relationship education is unaltered since the establishment of this policy. The government outlined their commitment to SRE in the Schools White Paper 'The Importance of Teaching' published in November 2010. The Paper states that children need high-quality sex and relationships education so they can make wise and informed choices. Therefore the most up-to-date legislation relating to sex and relationships education (SRE) is contained within the Education Act (1996) and the Learning and Skills Act (2000).

This policy has been written in accordance with the 1996 Education Act and DfEE Guidance 0116/2000 issued in July 2000.

Legislation states that a compulsory programme of sex education, including teaching about HIV and AIDS and other STDs must be provided for all pupils of secondary age (11+), whatever type of school they attend. This should be delivered 'in such a manner as to encourage those pupils to have due regard to moral considerations, the value of family life "and learn the nature of civil partnership and the importance of strong and stable relationships."

*(Proposed addition from the Sex and Relationships Education Bill (September 2011))*

### What Is Sex and Relationship Education?

SRE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life (whatever form this may take). It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

As set down within its statement of principles Oak Grove College:

- is an environment dedicated to meeting the care, support and educational needs of students with learning difficulties.
- has a moral purpose to foster the personal capacity of students to be independent and contributing members of society.

All young people, whatever their ability, develop physically and emotionally. They require help and support to understand their bodies and their feelings Sex and Relationship Education (SRE) helps our students' overall development, confidence and self-esteem.

The SRE programme will be delivered through the Personal Development scheme of work and the Science curriculum.

### **Principles and Values**

In addition Oak Grove College believes that SRE should:

- Be an integral part of the lifelong learning process continuing into adult life.
- Be an entitlement for all young people.
- Encourage every student to contribute to our community and aims to support each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family being a broad concept; including a variety of types of family structure, and acceptance of different approaches.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of our scheme of work.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

Sex and Relationship Education in our school has three main elements:

### **Attitudes and Values**

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and lifelong partnerships;
- learning about 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;
- challenging myths, misconceptions and false assumptions about behaviour.

### **Personal and Social Skills**

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning the difference between public and private in relation to sexual activity;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)
- discuss the impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances

### **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;
- teach students 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.

### **Aims**

DfEE Guidance 0116/2000 for Sex and Relationship Education defines SRE as '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.'

The draft consultation document which replaces existing guidance to schools states that SRE should be set in the context of clear values, including the value of family life, marriage and of loving and stable relationships in bringing up children. It should teach children and young people to develop values, attitudes, personal and social skills, and increase their knowledge and understanding to make informed decisions and life choices (section 2.2).

The aim of SRE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our SRE programme aims to develop students' skills and the understanding they need to increase their confidence and independence in making life choices to prepare for an adult life in which they can:

- support the personal development and social skills of the students
- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships
- enable students to develop an understanding of risk and to promote strategies for personal safety and a healthy lifestyle
- communicate effectively by developing appropriate terminology for sex and relationship issues
- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity
- understand the arguments for delaying sexual activity and resisting peer pressure
- understand the reasons for having protected sex and recognise they can make informed choices.
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- present facts in an objective, balanced and sensitive manner, set within a clear moral framework and know how the law applies to sexual relationships.

### Guidelines

- SRE should be tailored not only to the age, but also to the level of understanding of the students
- Materials used must be in accordance with the PSHE framework and the law. Students must be protected from teaching and materials which are inappropriate.
- It is important to create an atmosphere in which students feel comfortable and able to contribute, which may be accomplished by establishing a set of ground rules.
- Sometimes it may be appropriate to include occasions when single sex groups have an opportunity to explore issues which may be particularly sensitive.
- Distancing techniques can be used to avoid embarrassment and protect students' and teachers' privacy. This involves depersonalising discussions.
- Staff should take care in giving individual advice in relation to contraception. It may be considered appropriate to inform students where they can seek more helpful and expert advice.

- Any disclosure which would constitute a Child Protection issue should be dealt according to the normal school procedures.

## **Organisation and Content of Sex and Relationship Education**

Oak Grove College specifically delivers Sex and Relationship Education through its PD Programme, RE and Science lessons at KS3, KS4 and the Sixth Form.

Most of the Sex and Relationship Education at Oak Grove College takes place within PD lessons. The lead teacher for PD generally delivers the PD Curriculum with support from professionals where appropriate. Form tutors work closely with their tutees over the school year and we believe that they may be the best people to work with the students on many of the SRE topics as they are aware of each student's individual circumstances and have the opportunity to work with students in a context based way.

SRE lessons are set within the wider context of the PD curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered by the science teacher. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten. The PD Programme and Science National Curriculum are taught in every year.

Any SRE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

The school nurse is also available to support tutors with issues that arise in an advisory capacity.

Assessment is carried out at the end of every module and involves teacher and pupil assessment of knowledge and understanding, interpersonal skills, and attitudes.

## **Inclusion**

### **Ethnic and Cultural Groups**

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

### **Students with Special Needs**

We will ensure that all young people receive sex and relationship education, at a level which is appropriate to their stage of development and understanding

## **Sexual Identity and Sexual Orientation**

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them.

## **The Role of Parents and Carers**

Parents and carers have the legal right to withdraw, wholly or partly, their children from sex and relationship education at any age, except those parts which are in the National Curriculum Science syllabus. Students will be so excused accordingly until the request is withdrawn.

The SRE programme provided at Oak Grove College seeks to support and complement the role of parents and carers who have the prime responsibility for bringing up their children. Parents and carers will be informed of the content of those parts of the programme which are not part of the Science curriculum, before its delivery to the students from Year 9 onwards.

Individual parental views will always be respected and taken into consideration, and any concerns should be discussed with the form tutor or Head of Year.

## **Confidentiality**

Teachers cannot offer or guarantee absolute confidentiality. Students should be made aware of circumstances where information given cannot be treated as confidential. This would be where a member of staff believes that:

- a student is the victim of abuse or have reason to believe that he/she is at risk of abuse
- a disclosure contravenes the law
- the student is at moral or physical risk

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

This section of the SRE Policy should be adhered to in conjunction with the school's Confidentiality Policy and Child Protection Policy to ensure the correct procedures are followed.

### **Monitoring, Evaluation and Review**

The Governing Body will review this policy annually and assess its implementation and effectiveness. They oversee and organise the monitoring and evaluation of PD, in the context of the overall school plans for monitoring the quality of teaching and learning. The policy will be implemented throughout the school.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's sex and relationship education policy, and on support and staff development, training and delivery.