



# Relationship and Sex Education Policy

New Policy March 2017

**Member of Staff Responsible:** Mr C Caunt Leader Teacher PE/PD  
**Review date:** October 2016

**Approved by SLT on 30 March 2017**  
**To be approved by Full Governors 15 May 2017(min no: tbc)**

**‘This policy was reviewed and has been impact assessed in the light of all other school policies including the Disability Equality Scheme.’**

**This policy takes full account of the school’s legal obligations and the latest DCSF guidance ‘Sex and Relationship Education Guidance’ (2000).**

## **1. Aims and Principles**

### **1.1 Definition**

It is about the understanding of the importance of marriage and 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.

There are 5 main elements:

- Personal Identities
- Healthy Lifestyles
- Risk
- Relationships
- Diversity

As per National Curriculum September 2014

### **1.2 Aims of Sex and Relationship Education**

- To help and support pupils through their physical, emotional and moral development.
- To help pupils learn to respect themselves and others.
- To give pupils the skills and understanding they need to move with confidence from childhood through adolescence into adulthood.
- To reduce or delay sexual activity and the incidence of teenage pregnancy.
- To reduce the incidence of STIs including HIV/AIDs.

### 1.3 Key Principles

- It is a legal requirement that all schools have a SRE policy. The policy must be available to parents for inspection on request. The Governing Body is responsible for developing the policy taking into account the culture of the community the school serves.
- All pupils have an equal entitlement to sex and relationship education.
- The sex and relationship education programme is firmly embedded in the PSHEE framework.
- The overall responsibility for drawing up this policy lies with the Governing Body and Headteacher, who will take into account the views of other stakeholders.
- Staff will receive appropriate training and support so that they feel confident to deliver the programme.
- The SRE policy and programme of study is in accordance with the National Curriculum statutory PSHEE programme of study for both KS 3 & 4 (National Curriculum Statutory Guidance 2014) and the law.

## 2. The Provision

- 2.1 SRE is delivered through the PD lessons. The teaching and the materials will be appropriate to the age, and sensitive to the cultural background, of the pupils concerned.

The SRE programme includes:

- discrete time – timetabled PD lessons
- specified science lessons in year 7 (National curriculum in England: science programmes of study 6 May 2015 Statutory guidance)
- cross-curricular reinforcement in subjects like science, humanities and English
- extra-curricular time – e.g. **girls group**, friendship club, self-esteem group and PALS

- 2.2 The SRE programme in Year 7 will be taught alongside the NC Science topic (see the Science programme of study). In other year groups the SRE is not linked specifically to a Science topic but will relate to it.

## 3. Guidelines on Teaching Sex and Relationship Education

- 3.1 Sex education should be set within a broader base of self-esteem and responsibility for the consequences of one's actions.

Teaching should

- focus on relationships, love, commitment and the responsibilities of parenthood as well as sex
- focus on boys and young men as well as girls and young women
- build self-esteem
- teach the taking on of responsibility, and consequences of one's actions, in relation to sexual activity and parenthood
- provide information about contraception and where to access further advice
- use students as peer educators when possible e.g. teenage mothers to enhance the understanding of the full implications of early motherhood
- give a clear understanding of the arguments for delaying sexual activity and resisting pressure
- link sex and relationship education to other issues of peer pressure like drugs, smoking and alcohol
- ensure pupils understand the law and how it applies to sexual relationships
- take account of cultural sensitivities
- deal with homophobic bullying (social inclusion: Pupil Support Circular 10/99)
- **not** be a promotion of sexual orientation or sexual activity

### 3.2 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)
- De Bono's Thinking Hats
- role play is used to explore issues relating to 'what is normal?' or saying 'No' for example
- poster design – What's good about being a boy/being a girl?
- quizzes
- discussion in pairs, in groups, whole class
- reflection on what has been learned

### 3.3 Teaching Strategies

3.3.1 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

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

3.3.3 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 Head of Year/school refer the pupil to an appropriate agency – e.g. school nurse.

## 4. Specific Issues when teaching Sex and Relationship Education

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

4.2 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 DfE, *Working Together to Safeguard Children* (published March 2015), sets out how all agencies should work together to promote children's welfare and protect them from abuse and neglect.

- 4.3 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 Safeguarding Lead. (See Safeguarding Children Policy, September 2016).
- 4.4 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.
- 4.5 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
- 4.6 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. (See Drugs Policy).

## **5. The Role of Parents and Carers and the Community**

- 5.1 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 and fathers rarely take responsibility for giving SRE to their sons.
- 5.2 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 for PSHEE.
- 5.3 Parents are informed of the PD curriculum through various methods of communication as to the content of the PD programme and are encouraged to contact the school with any concerns.
- 5.4 Parents have the right to withdraw their child from all or part of the SRE delivered as part of the PSHEE programme, but not from those parts included in the statutory NC for Science.
- 5.5 The school will where appropriate work with local health care professionals and education providers to further enhance the knowledge and understanding of our students. The school will also have access to a local nurse through Derbyshire Health care who will be available to visit the school if required.

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

**6. Review**

This policy will be reviewed in line with other school policies by a designated member of SLT in conjunction with stakeholders.

*March 2017*