

Presdales School



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Aims of our Sex and Relationships Policy

This policy was developed in response to Sex and Relationship Education Guidance DfES 2000, the National Teenage Pregnancy Strategy and National Healthy Schools Programme. The aim of the policy is to provide a stimulating and supportive learning environment in which students can develop their feelings of self-worth and confidence: especially in relationships with others. This will include developing the following skills:

- Valuing themselves as unique individuals
- Keeping themselves and others healthy and safe
- Communication
- Decision making and assertiveness
- Knowing how, where and when to gain information, advice or guidance
- Support and participating in society

The overall objective of sex and relationship education is to help and support students through their physical, emotional and moral development. Teaching is given as part of the normal curriculum, in Science and Personal, Social, Health and Economic Education, (PSHE) lessons, by school staff and health professionals. The school aims to enable students to:

- learn the importance of values and individual conscience and moral considerations
- learn the value of family life, marriage and stable and loving relationships for the nurture of children
- learn the value of respect, love and care
- explore, consider and understand moral dilemmas
- develop critical thinking and assertiveness skills as part of decision making
- learn to manage emotions and relationships confidently and sensitively
- develop self-respect and empathy for others
- learn to make choices based on an understanding of difference and with an absence of prejudice
- develop an appreciation of the consequences of choices made
- cope with peer pressure
- learn how to recognise and avoid exploitation and abuse
- learn about and understand physical development at appropriate stages
- understand human sexuality, reproduction, sexual health including HIV, emotions and relationships
- learn about contraception and the range of local and national sexual health advice, contraception and support services
- learn about the range of relationships (including Same Sex relationships) and develop an understanding of what it means to be Transgender
- learn the reasons for delaying sexual activity and the benefits to be gained from such delay
- learn about the avoidance of unplanned pregnancy

Partnership with Parents/Carers

Most of a student's informal sex and relationships education occurs within the family and the school's programme will complement and build on this in co-operation with home-life. Parents/carers have the right to withdraw their child from some, or all, SRE lessons, but not statutory Science lessons. If a parent/carer wishes to withdraw their child they need to have a discussion with the Assistant Head responsible for KS3 or KS4 so that she can be made aware of the reasons and provide alternative arrangements. If they then decide to withdraw their child, the parent/carer should write to the Headteacher.

The DfE has produced a free leaflet explaining this position (copy in Appendix).

Specific Issues

Contraception information will be given to girls under 16 in the lessons which take place in Years 9 and 10.

The following issues may occur as part of sex education lessons or at other times in the school day. These procedures will be followed by all adults.

Confidentiality and Advice

Students will be made aware that some information cannot be held confidential and made to understand that if certain disclosures are made, certain actions may ensue. At the same time students will be offered appropriate support.

- i) Disclosure of Suspicion of Possible Abuse
The school's safeguarding procedures will be followed (see separate policy)
- ii) Disclosure of pregnancy or request for advice on contraception (including emergency contraception) or disclosure by a student under 16 that they are having, or contemplating having, sexual intercourse

The school will always encourage students to talk with their parents first. Professional information and guidance will always be sought from a health professional. Students will be asked whether they feel able to tell their parents and whether they want help in doing so. If this takes place, subsequent responsibility then lies with the parents. The school will check that parents have been told in this case.

If a student refuses to tell his/her parents the adult will refer him/her to a health professional via Deputy Head (Pastoral). The adult will report the incident to the Headteacher who will liaise with the Designated Safeguarding Lead and may consult with the health professional. Only in the most exceptional cases will the school handle such information without parental knowledge. The Headteacher and Governors will monitor the frequency of such cases.

Aspects of Bullying

The school will not tolerate homophobic bullying of any form (see Anti-bullying Policy).

Moral and Values Framework

We focus on teaching SRE in the context of relationships using a variety of formal and informal opportunities and strategies. This all helps young people to develop their self-esteem and emotional well-being and to form and maintain worthwhile and satisfying relationships, which are based on respect for themselves and for others.

Inclusion Statement

We have a commitment to ensure that our programme is relevant to all students and is taught in a way that is age and stage appropriate, whilst recognising the range of religious and cultural backgrounds, and those with a different sexual orientation within the classroom.

Staff Training

The PSHE Co-ordinator, Science and RE subject leaders will monitor teaching and learning of SRE according to the school's policy. Implementation will be monitored by the AHTs responsible for Science, RE and PSHE and DHT: Curriculum and Achievement and reported on to the Governing body.

All teachers who are required to teach SRE will have relevant training and resources.

Organisation of SRE

Even though SRE is mainly taught in PSHE it is also part of our National Curriculum Science programme and lessons on relationships also occur in RE (Religious Education). Through planned lessons in the curriculum, as well as through wider school activities such as assemblies, children are able to develop their ideas, knowledge and skills gradually and appropriately.

Teachers have the main responsibility for teaching SRE in the classroom and they plan and liaise with other specialists to ensure our students receive an up to date and balanced programme.

Sex and Relationship Education is overseen by the PSHE Co-ordinator. It is taught by members of the Science faculty under the AHT: Science, the RE staff under the RE Subject Leader, and various tutor teams, as listed in the scheme of work. Training is, and will be, provided for members of staff teaching in this area both as an initial introduction and later to ensure that skills are refined and content is up-to-date.

Various methods will be used including worksheets, factual delivery by staff, videos and discussions. The emphasis will be on responsible decision-making within a moral framework and the development of social and personal skills. Material may be factually explicit but will be handled with care and with due regard to the sensitivity of the students. The content to be delivered is listed in the scheme of work; the manner of delivery is governed by the policy.

Classroom Practice

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting. It will be common practice that:

- no-one (teacher or student) will have to answer a personal question
- no-one will be forced to take part in a discussion
- the correct names for body parts will be used most of the time
- sensitivity will be shown towards those of particular faith backgrounds
- nothing should be said that could be construed as embarrassing or offensive to other students

If a question is too personal, the student will be reminded of the ground rules.

If a question is too explicit, seems too old for the student, is inappropriate for the whole class or raises concerns about sexual abuse, it will not be answered in front of the whole class. The member of staff will discuss their concerns with the PSHE Co-ordinator, subject leaders or the AHT: Pastoral, as appropriate. In cases of concern over sexual abuse, the school safeguarding procedures will be followed.

It is natural for caring adults to want to protect children and young people from information, attitudes and lifestyles which they themselves find distasteful. However, it is important to recognise the power and confusion of informal learning from, for example, television, magazines, newspapers, gossip, jokes and the wider community. Teachers can do much to dispel myths, reduce fear and anxiety, clarify understanding and counteract prejudice.

In years 7-11 lessons will be single sex. Students will be asked to evaluate sections of the programme and to comment on effectiveness. Resources used will be continually updated and selected for their suitability within the context of this policy and their accessibility to students. Particular regard will be paid to suitability in respect of moral values

Teaching Strategies

As much as possible we provide an interactive learning environment which is motivating and allows students to practise skills as well as gain information and knowledge. We also allow time for reflection.

Confidentiality and Safeguarding

All staff members and external visitors, who work with our students, will be able to access our school's Safeguarding Policy. Local Authority school nurses who work with the school are guided by the Fraser Guidelines.

Monitoring and Assessment of SRE

The PSHE Co-ordinator, Science and RE subject leaders will monitor teaching and learning according to the school's policy. Implementation will be monitored by the AHTs responsible for Science, RE and PSHE and DHT: Curriculum and Achievement and reported on to the Governing body.

Appendices

Appendix 1: Learning Outcomes

The following statements are offered as illustration of learning outcomes for SRE for each key stage. They give a basis for planning work to develop knowledge and understanding, values and attitudes and personal skills in SRE. They draw on DfE and other guidance on SRE and they reflect elements of the statutory framework for PSHEE. Those statements marked with an asterisk are part of the National Curriculum science requirements.

By the end of Key Stage 3

Students will be able to:

- manage changing relationships
- recognise risk of personal safety in sexual behaviour and be able to make safe decisions
- ask for help and support
- explain the relationship between their self-esteem and how they see themselves
- develop skills of assertiveness in order to resist peer pressure and stereotyping
- see the complexity of moral, social and cultural issues and be able to form a view of their own
- develop good interpersonal skills to sustain existing relationships as they grow and change, and to help them make new relationships
- be tolerant of the diversity of personal, social and sexual preference in relationships – including issues around LGBT
- develop empathy with the core values of family life in all its variety of forms
- recognise the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage
- recognise the stages of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively

Students will know and understand:

- that fertilisation in humans is the fusion of a male and a female cell*
- the physical and emotional changes that take place during adolescence*
- about the human reproductive system, including the menstrual cycle and fertilisation*
- how the foetus develops in the uterus*
- how the growth and reproduction of bacteria and the replication of viruses can affect health*
- how the media influence understanding and attitudes towards sexual health
- how good relationships can promote mental well-being
- the law relating to sexual behaviour of young people
- the sources of advice and support
- about when and where to get help, such as at a genito-urinary medicine clinic

Students will have considered:

- the benefits of sexual behaviour within a committed relationship
- how they see themselves affects their self-confidence and behaviour
- the importance of respecting difference in relation to gender and sexuality

- how it feels to be different and be discriminated against
- LGBT issues
- issues such as the costs of early sexual activity
- the unacceptability of prejudice and homophobic bullying
- what rights and responsibility mean in relationships

By the end of Key Stage 4

Students will be able to:

- recognise influences and pressures around sexual behaviour and respond appropriately and confidently seek professional health advice
- manage emotions associated with changing relationships with parents and friends
- see both sides of an argument and express and justify a personal opinion
- have the determination to stand up for their beliefs and values
- make informed choices about the pattern of their lifestyle which promote well-being
- have the confidence to assert themselves and challenge offending behaviour
- develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships
- work co-operatively with a range of people who are different from themselves

Students will know and understand:

- the way in which hormonal control occurs, including the effects of the sex hormones* some medical uses of hormones, including the control and promotion of fertility*
- the defence mechanisms of the body*
- how sex is determined in humans*
- how HIV and other sexually transmitted infections affect the body
- the link between eating disorders and self-image and sexual identity
- the risks of early sexual activity and the link with the use of alcohol
- how the different forms of contraception work and where to get advice
- the role of statutory and voluntary organisations
- the law in relation to sexual activity for young people and adults
- how their own identity is influenced by both their personal values and those of their family and society
- how to respond appropriately within a range of social relationships
- how to access the statutory and voluntary agencies which support relationships in crisis
- the qualities of good parenting and its value to family life
- the benefits of marriage or a stable partnership in bringing up children
- the way different forms of relationship, including marriage, depend for their success on maturity and commitment

Students will have considered:

- their developing sense of sexual identity and to feel confident and comfortable with it
- how personal, family and social values influence behaviour
- LGBT issues
- the arguments around moral issues such as abortion; contraception and the age of consent

- the individual contributions made by partners in a sustained relationship and how these can be of joy or benefit to both
- the consequences of close relationships, including having children and how this will create family ties which impact on their lives and those of others

By the end of Key Stage 5

Sex education will be delivered in KS5 in the following ways:

- Assemblies
- Tutor periods
- Collapsed PSHE days, including external guests e.g. Future Hope

Students will continue to develop the knowledge and understanding that they have gained in KS3 and KS4. In addition students should be able to

- take responsibility for monitoring their own health and wellbeing (including breast and testicular self-examination and the benefits of health screenings)
- register with and access health services in new locations
- develop and maintain healthy relationships; differentiate between 'love' and 'lust'; understand what it means to be 'in love'
- manage the ending of relationships safely and respectfully
- understand and value the concept and qualities of consent in relationships
- seek redress if their consent has not been respected; how to recognise and seek help in the case of sexual exploitation, assault or rape

Appendix 2: Teenage Pregnancy

Teachers of SRE need to be aware of the Social Exclusion Report on Teenage Pregnancy and the contribution of effective SRE in reducing the incidence of teenage conceptions. Appropriate information and effective advice on contraception and on delaying sexual activity can help reduce the incidence of unwanted pregnancies. In its Guidance the DfE states that the key task for schools is to provide information and advice on contraception and on delaying sexual activity to reduce the incidence of unwanted pregnancies.

If students have concerns over potential pregnancy, advice can be sought from the school First Aider, the school nurse, or through the pastoral team.

Presdales School and its Governing Body are committed to ensuring consistency of treatment and fairness, and will abide by all relevant equality legislation.

Appendix 3: SRE and parents leaflet

What should you do?

TALK:

- To your children. Ask them about lessons at school. Say what your views and values on sex and relationships are. Answer their questions.
- To your school, especially if you have concerns. Initially talk to your child's tutor or class teacher. They might well suggest you discuss the matter with the head teacher, or senior teacher, if concerns remain.
- To other parents, especially from your community and those with similar beliefs to yourself.

LISTEN:

- To your children, their questions and wishes.
- To your child's teacher and / or head teacher. Clearly understand the school's values, policy and approach to SRE.
- To the opinions of other parents and how they manage this with their children.

Some useful values statements to think about when talking with your child:

- Have sex with someone you really care about and who will share responsibility for contraception and safer sex.
- It would be better to wait to have sex until you are old enough to take responsibility.
- Families have different beliefs about sex, sometimes these are guided by the religion that they follow.
- Sex should never be used to exploit someone.

You may choose to approach a range of organisations that exist to offer advice and support regarding sex and relationships. A list can be obtained from the Sex Education Forum at:

National Children's Bureau
8 Wakeley Street
London EC1V 7QE
Tel: 020 7843 6000
E-mail: sexedforum@ncb.org.uk

For more copies of this leaflet please call DfES publications on 0845 602 2260 quoting reference code **DfES 0706/2001**

Who is this leaflet for?

It is written for parents and carers. Particularly those who may have worries about sex and relationship education (SRE) at school and those who want to find out more.

What is sex and relationship education (SRE)?

It is lifelong learning about physical, moral and emotional development. It is about understanding 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.

Why does sex and relationship education (SRE) matter?

Our children learn about sex and relationships from the very youngest age, even if we don't talk with them. Some of the things they learn are incorrect, confusing and frightening. In a world where sex is used to sell things from food to fast cars and celebrities' lives become everyone's business, we should talk to our children to help them make sense of it all.

As well as this, in the UK we have the highest rates of teenage pregnancy in Western Europe. We also have high rates of sexually transmitted infections (STIs). Effective SRE does not encourage early sexual experimentation - but it does enable young people to mature, to build up their confidence and self-esteem and to understand the reasons for delaying sexual activity until they are ready.

Parents and sex and relationship education (SRE):

As a parent / carer, you are the key person for your child's learning about sex and relationships. Schools should always work in partnership with parents / carers. You need to know that the school's SRE programme will complement your role and support you as sex educator of your child. For example, governing bodies and schools should consult with parents / carers when developing or updating the school's SRE policy. They should ensure your views are heard and that taught SRE is culturally appropriate and inclusive of all children.

Department for
education and skills

The content of school sex and relationship education:

National guidance from the DfES (Sex and Relationship Education Guidance, published in July 2000) advises schools on the themes that should be covered. SRE should support young people through their physical, emotional and moral development.

Formal SRE will be taught through compulsory science lessons (see table) and during other, specific lessons, often called PSHE (Personal, Social and Health Education). Informally, your child will learn about SRE through the values and ethos of the school and through contact with other children.

National Curriculum Science.

Key Stage 1	Key Stage 2
<ul style="list-style-type: none"> Animals, including humans, move, feed, grow, use their sense and reproduce Children should recognise and name the main external parts of the human body. That humans can produce offspring and these grow into adults Children should recognise similarities and differences between themselves and other and treat others with sensitivity. 	<ul style="list-style-type: none"> Life processes common to humans include nutrition, growth and reproduction The main stages of the human lifecycle.
Key Stage 3	Key Stage 4
<ul style="list-style-type: none"> Fertilisation in humans is the fusion of a male and female cell Students should know the physical and emotional changes that take place during adolescence The human reproductive cycle, including the menstrual cycle and fertilisation How the growth and reproduction of bacteria and the replication of viruses can affect human health. 	<ul style="list-style-type: none"> Hormonal control in humans, including the effects of sex hormones Medical uses of hormones, including the control and promotion of fertility How sex is determined in humans.

What do young people say:

- They want to learn about sex and relationships from their parents / carers.
- They want more than just the biological facts. They want to talk about feelings and morals.
- They want adults to answer their questions.
- Just over half found it easy to talk to a parent about sex.*

What do other parents say:

- They have anxieties about sex and relationships and their children.
- 84% say there would be fewer teenage pregnancies if more parents talked to their children about sex.*
- 87% feel too many teenagers are pressurised into having sex.*
- Many find TV programmes or a book a helpful way to raise the subject.*
- One in three mums and two in three dads have not told their children a lot or anything about sex and relationships.*

*Source: research by BRMB on behalf of the Department of Health, December 2000

Young people who have good sex and relationship education at home and at school, start sex later and are less likely to have an unplanned pregnancy or to get a sexually transmitted infection.

Your rights as a parent.

You should be consulted by your child's school about its SRE policy and informed about what is taught in the SRE lesson. Parents/carers have the right to withdraw their child from some, or all, SRE lessons, but not statutory science lessons. Where schools work within the SRE guidelines and consult effectively with parents/carers, you should feel reassured about the content of the lessons.

However, should you be considering such a step, talk it through with your child and then with either the head teacher or another senior teacher at the school. If you decide this step is necessary, then the school should provide information about the lessons being missed and ideas for other sources of support for you to fulfil the task of educating your child.