



## SEX AND RELATIONSHIPS' EDUCATION POLICY



## EPT Document Control

This policy applies to all Education Partnership Trust Schools.

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Policy status	Statutory
Owner	Governing Body/ Board of Directors
Lead Contact	Helen Morris

## 1. Principle

1.1 Sex and Relationships Education should be available for all young people in Key Stage 4 in accordance with section 241 of the 1993 Education Act.

1.2 This policy has regard to DfE guidance document 'Sex and Relationship Education Guidance' (ref DfEE 0116/2000). In this document, sex education is defined as:

***'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'.***

1.3 At The Heights Free School (THFS) we believe that our pupils have a right to the highest quality sex and relationship education as part of the overall PSHE Education (Personal, Social, Health and Economic Education) curriculum. Through this we will help them to develop the knowledge, skills and understanding they need to lead confident, independent and healthy lives.

1.4 Sex and Relationship Education (SRE) will, as far as possible, support the importance of marriage or stable relationships, for family life and bringing up children. Within this the school will ensure there is no discrimination of pupils based on their different home circumstances. Apart from the DfE guidance stated above this policy is also in line with The Children's Services Young People's Sexual Health Policy of Blackburn with Darwen (BwD).

## 2. Aims

- To deliver a sex and relationships education programme that values family life in its widest context but also recognises the social, cultural and religious background of pupils and other members of the school community
- To reflect difference and diversity in the SRE curriculum
- To provide education about sex and relationships which is delivered, both formally and informally, in a range of settings by a variety of people, including appropriate outside agencies, with a mutual comfort and confidence in its delivery
- To provide education, which delivers the information and skills required to protect themselves and, where they have one, their partner from unintended and unwanted conceptions, and sexually transmitted infections, including HIV.
- To build on what the pupils already know, understand, think and feel, helping and enabling them to mature in their changing world

### 3. Objectives

- To generate an atmosphere where questions can be asked and answered openly without embarrassment and trust and confidentiality are ensured
- To establish clear ground rules for pupils, teachers and visitors which will create a safe learning environment for everyone involved in the lesson
- To provide opportunities for the development of personal skills, communication, negotiation, decision making, problem solving and assertiveness
- To provide opportunities for pupils to develop confidence and self-esteem using appropriate activities which encourage this
- To provide opportunities for pupils to develop their individual conscience and the skills to judge what kind of relationships they want
- To provide opportunities for pupils to develop respect for themselves and others
- To recognise, respect and accept the difference and diversity in others as well as accepting their own
- To provide opportunities for pupils to recognise personal, psychological, emotional and physical changes in themselves and others
- Outline the role and value of family life
- To provide opportunities for pupils to develop the skills and understanding to form positive, non-exploitative relationships which also promote mutual respect and sensitivity towards all
- To provide opportunities for pupils to develop the skills and understanding needed to help them avoid being pressurised into having unwanted or unprotected sex
- To provide an opportunity for pupils to recognise the value in taking responsibility for their own actions in all situations
- To provide an opportunity for pupils to identify the risks of certain types of behaviour and the physical, emotional and moral implications in relation to this
- To explain the process of reproduction and birth
- To counteract mis-information and its impact, which may be gained from a variety of sources such as TV, magazines, newspapers, jokes/hearsay and peers, enabling pupils to be independent decision makers
- To explain what is legal/illegal in matters relating to sexual activity
- To give examples of where young people can go for further information and advice regarding their sexual health

- To regularly monitor and review the SRE programme to meet the needs of all our pupils

#### **4. Roles, responsibilities and coordination**

4.1 The Governing Body is required to have a written statement of the policy available to parents /carers.

4.2 The Headteacher is responsible for ensuring that this policy is fully implemented, and that staff are appropriately prepared and sufficient resources made available to ensure effective delivery.

4.3 The Sex and Relationship Education (SRE) curriculum will be coordinated by an appropriately trained and supported key teacher. The key teacher will be responsible for

- The planning, implementation and delivery of SRE
- Managing SRE teaching resources, including purchasing and keeping up to date with new resources
- Advising SLT of training and development opportunities locally and nationally
- Leading a partnership approach with Children and Young People's Health Service, Brook, Engage and other outside agencies

4.4 All staff, in their daily engagement with other colleagues and with pupils, will promote the personal, moral and social qualities helping to provide good role models which will enable pupils develop their own positive identities and personal qualities.

4.5 Staff who teach in this important area must ensure that they prepare adequately to ensure all pupils appreciate and understand the messages delivered here. We will utilise the role of external contributors to enhance delivery.

4.6 The views of parents /carers need to be borne in mind when developing the SRE policy, and parents /carers are invited to comment on the extent to which this policy reflects their wishes and the culture of the community served by the school.

#### **5. What the school will do - Delivery:**

5.1 Include Sex and Relationships Education (SRE) as part of the School Curriculum.

5.2 SRE will be taught as part of the PSHE Education curriculum, will satisfy the National Curriculum Science order and will be delivered by the SRE Key Teacher. It will be taught as part of discreet PSHE Education lessons. Single gender lessons will be used if it is felt to be appropriate.

5.3 Pupils who have special educational needs (SEN) will follow a differentiated curriculum where appropriate. However at THFS we will provide SEN pupils with an

inclusive SRE curriculum where possible. We will also provide additional support if this has been identified as a specific need, for example, referral to the Engage Team

5.4 The Heights Free School (THFS) has a designated Key Teacher overseeing SRE, who has overall responsibility for monitoring student progress and the quality of learning and teaching in this area and who will have a target for improving attitudes and behaviour.

#### The Key Teacher will;

- Ensure that all staff are given current information on any changes to the curriculum and will be the catalyst for whole school awareness raising campaigns
- Provide staff with schemes of work for Sex and Relationships Education, including general advice on teaching the lessons and confidentiality. The QCA Guidance for PSHE: Personal well-being (2007) will be followed
- Make copies of this policy available for inspection by parents / carers of registered students at the school and provide a copy, free of charge, to any such parent / carer on request
- Inform parents / carers of students currently at the school about the Sex and Relationships Education arrangements
- Enable parents / carers to have the right to withdraw their children from any or all parts of the school's programme of Sex and Relationships Education, other than those elements, which are required by the National Curriculum Science Order. Parents / carers will not have to give reasons for their decision, nor will they have to indicate what other arrangements they will make for providing Sex Education for their children
- Once a request that a young person be excused has been made, that request will be complied with until the parent / carer changes or revokes it. It will be the responsibility of the Headteacher to ensure the supervision of withdrawn students

***(N.B. Parents and carers can only withdraw their child from Sex and Relationship Education until the child is 15 years of age. This means that every young person will receive at least one year of Sex and Relationship Education before their 16<sup>th</sup> birthday).***

- Give details on the website of the content and organisation of any Sex and Relationships Education (SRE) that the school provides, including an explanation of how parents / carers who wish to discuss this issue can do so and information about the means of putting into effect the parents' / carers' right of withdrawal ***(Please see Appendix B for withdrawal form).***

## 6. Staff development and training

6.1 THFS recognises that, in order to properly implement and maintain this policy, there is a requirement to ensure that staff have the opportunity to access appropriate and

relevant training and development opportunities. This includes the consideration of SRE as a regular part of Inset planning if appropriate.

## **7. SRE curriculum content and outcomes**

7.1 At KS2/3 (*THFS has a 9-19 age range*) during any work in Years 5 and 6, we place a particular emphasis on health education, as many children experience puberty at this age. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are made and born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.

7.2 At KS4 we will include relationships, exploitation, risk taking behaviour, puberty, sex education, contraception, STI's, consent, sexting, CSE, pregnancy and parenting. We also provide a sexual health Step-In clinic where pupils can access free condoms as part of the Wrapped Scheme, Chlamydia testing, pregnancy testing, information and advice.

7.3 By the end of Key Stage 4 students will be able to:

- Recognise the 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 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 than themselves

7.4 Students will know and understand:

- The way in which hormonal control occurs, including the effects of the sex hormones, some medical use 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 including issues around grooming and consent
- 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

#### 7.5 Students will have considered:

- Their developing sense of sexual identity and feel comfortable with it
- How personal, family and social values influence behaviour
- 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 and benefit to both
- The consequences of close relationships including children and how this will create family ties which impact on their lives and those of others

## 8. Good Practice

8.1 At THFS we recognise there are different teaching and learning styles which enable effective SRE. We acknowledge, as educators, the core education skills, which include practical skills, communication skills, decision-making skills, inter-personal skills, problem-solving skills and leadership skills. We will develop them with our pupils by;



- Setting up ground rules
- Differentiating learning
- Using active learning methods, such as stories, mind mapping/thought showers, quizzes and questionnaires
- Standpoint taking
- Individual/paired/group work
- Role play
- Discussion techniques, debates, Socratic\* discussions
- Reporting back
- Story boards, trigger drawings, situation cards, photographs and magazine articles
- Videos and films
- Sharing lesson objectives with pupils
- Using distancing and de-personalising techniques

## **9. Support from visitors and external agencies for planning and teaching**

9.1 At THFS we recognise the value of partnership working. We also recognise that visitors will work alongside the teacher who will be present at all times. Visitors to the school will have been given a copy of the SRE policy before they work with the children and will have met the SRE lead/ class teacher beforehand to discuss and plan the content of the lessons.

9.2 The school will access support from a wide range of individuals and agencies when planning and teaching SRE. Nurses, general practitioners, health promotion units, the Teenage Pregnancy Team, theatre-in-education teams, youth workers and peer-education teams will be used where appropriate. The involvement of these external agencies can give the pupils access to a wealth of experience and expertise, new resources and different approaches to learning.

9.3 It is essential to ensure that at all times a teacher is present when an external contributor is working with pupils, especially since some contributors may only visit schools infrequently and may not have been checked by the Disclosure and Barring Service (DBS) - *N.B. The DBS replaced the ISA and CRB which merged in December 2012.*

9.4 External contributors will lend expertise and a partnership dimension to the SRE Programme. Input from external contributors and the school's SRE programme of study will be regularly evaluated by pupils and staff.

## 10. Dealing with SRE related disclosure

10.1 At THFS we recognise that there is a possibility of disclosure from a young person. In those circumstances we would assess the possible risk to the pupil concerned and take the appropriate action.

10.2 In some cases a question/comment may indicate the child to be at risk or in danger, in which case appropriate action will be taken in accordance with the school's written policy and procedure for Safeguarding. This also means that if the child puts a private question to a teacher or other member of staff and requests secrecy, ***NO promise of secrecy or confidentiality will be given, but the child reassured that any steps taken will always be in the child's best interest. Any child in such circumstances would be stopped from proceeding and told clearly that secrecy or confidentiality could NOT be given.***

10.3 In the case of a pupil's sexual health we would ***always*** encourage the pupil to discuss any issues with their parents first, but accept that this may prove difficult for some. As we have a responsibility for the needs of our pupils we may also need to take further action:

- Signpost/support young people to access appropriate sexual health services/information (Step In, School nurse, Brook, CASH clinic)
- Arrange for a young person to access such services/information in school
- Enable a young person to access such services/information off the school premises (this may require a member of staff to transport pupils)
- Encourage pupils to access the school's counselling services where appropriate - (Health personnel and Step-In staff will always adhere to Fraser guidelines in order to assess whether a child is Gillick competent)

## 11. Assessment, Recording and Reporting

11.1 Student's work and progress is assessed in line with the school policy on Assessment Recording and Reporting. Assessment of SRE will;

- Be planned from the beginning as an integral part of teaching and learning
- Provide regular opportunities for pupils to give and receive feedback on their progress and achievements, helping them to identify what they should do next
- Involve pupils in discussion about learning objectives and desired outcomes
- Include pupils as partners in the assessment process e.g. through self-assessment

and peer-assessment

- Enable pupils to identify and gather evidence of their progress in developing knowledge, skills, understanding and attitudes
- Reflect the principles of inclusion and the range of pupils learning styles enabling all pupils to demonstrate their achievement

11.2 The School will set out clearly what it is proposed pupils should have learned by the end of each key stage, and implement effective SRE assessment processes to improve learning and monitor changes in attitudes.

## **12. Confidentiality**

*Please see Appendix 1.*

## **13. Monitoring, Evaluation and Review**

13.1 The delivery of Sex and Relationships Education will be monitored by the PSHE Co-ordinator and the schemes of work will be reviewed and updated as appropriate on a yearly basis after consultation with teachers of this cross-curricular subject

13.2 The policy will be reviewed by Senior Management and by Governors. The Governing Body will determine the exact review cycle, but it will, in the first instance be every two years.

## Appendix 1

### Confidentiality in Sex and Relationships' Education Lessons

#### Confidentiality in the classroom

The classroom is a public place and confidentiality cannot be maintained. 'Ground rules' for sex and relationships education lessons should be negotiated with students well in advance, including the key rule 'no-one will be expected to ask or answer any personal questions'. Situations and issues should be discussed using 'distancing' techniques of role play and hypothetical, but authentic scenarios.

#### General advice to teaching and support staff

Disclosures may take place at an inappropriate place or time. If this happens, the staff member should talk again with the student before the end of the school day. Staff should be able to discuss the issue with an appropriate colleague whilst retaining the anonymity of the student.

Staff do not have to break a confidence if in their professional judgement it is in the best interests of the student. They are not legally bound to inform parents, or the Headteacher, of any disclosure, unless the Headteacher has asked them to do so. Staff should only break confidentiality if they believe that a student is at risk of physical or sexual abuse. In such cases, the member of staff responsible for child protection issues (*the Designated Person for Child Protection*) should be contacted and the school's procedure followed.

#### Further details of procedures are outlined in the Child Protection Policy

In the rare circumstances that confidentiality is broken, the student should be informed first of why and how confidentiality is broken and then supported through the ensuing process. Students should not be asked to repeat a distressing disclosure to several people unnecessarily. If a young person discloses a sexual activity, a member of staff can:

- Check it is a consenting relationship and, if there is any possibility of abuse, follow the school's child protection guidelines
- Encourage and support the young person to talk with their parents
- Give information on contraceptive methods and local services and refer them to a health professional for confidential advice
- Make an appointment and / or accompany them if necessary
- Reassure them that if confidentiality is broken the young person will be informed first
- Maintain confidentiality if it is in the best interests of the student

**Appendix 2**

**Withdrawal from Sex and Relationships' Education Lessons  
(other than National Curriculum Science)**

Name of Student -

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Tutor Group -

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Year Group -

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Date of Parent / Carer Request for Withdrawal -

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Subjects Involved -

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Staff to be Informed -

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Any special comments by Parents / Carers to be made known to staff -  
*(NB Parents/ Carers do not have to make their reasons for withdrawal known)*

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Signature of Parent / Carer -

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Signature of Assistant Headteacher -

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Timetable Attached Showing Lessons and Times Affected - **Yes / No** (Please circle)

Copy to the Headteacher - **Yes / No** (Please circle to confirm actioned)

Copy to Student File - **Yes / No** (Please circle to confirm actioned)