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| Author:        | PSHE Coordinator       |



## OLDFIELD SCHOOL

### Sex and Relationship Education Policy (SRE)

#### 1. Context

1.1. The Sex and Relationship Education Policy (SRE) sets out a framework and ensures that all students develop the knowledge, understanding, skills and attitudes which enable them to make responsible and well informed decisions about their lives. Sex and Relationship Education as defined within this policy will:

- help and support our students through their physical, emotional, spiritual, cultural and moral development;
- help students develop the skills and understanding they need to live confident, healthy and independent lives, build positive, enjoyable, respectful and non-exploitative relationships and to stay safe both on and off line;
- ensure that all students are taught to recognise stable relationships are key building blocks of community and society;
- provide accurate information to enable students to understand difference and to respect themselves and others, preventing and removing prejudice;
- teach young people to understand human sexuality and how to obtain appropriate advice about the body, reproduction, sex and sexual health;
- enable students to mature and build their confidence and self-esteem and understand the reasons for delaying sexual activity.

#### 2. Aims and objectives

2.1. The aim of this policy is to communicate to staff, governors, parents and carers, visitors and students the way in which SRE is delivered at Oldfield School. As a result we aim to –

- enable students to make informed decisions to develop healthy relationships and protect themselves against harmful and exploitative situations;
- help students develop a positive self-image and self-esteem, respect and care for themselves and others and understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives.
- help students gain access to information and support;

- develop students' knowledge, skills and understanding of the nature and diversity of relationships and sexuality.

2.2. This policy should be read in conjunction with the following policies -

- Safeguarding and Child Protection
- Positive Behaviour for Learning
- E safety and Acceptable Uses
- Anti-Bullying
- Single Equalities Scheme
- Staff Code of Conduct

### **3. Provision**

3.1. The SRE curriculum is designed by the PSHE co-ordinator and includes coverage by teachers.

3.2. The PSHE co-ordinator is responsible for;

3.2.1.the development of the programme including the delivery and teaching resources;

3.2.2.ensuring that students are protected from teaching and materials which are inappropriate, having a regard to the age and cultural background of the students concerned;

3.2.3. ensuring that all teaching and resources are in line with current legislation;

3.2.4.school based training. This will be provided for teachers when required;

3.2.5.ensuring the correct terminology is used throughout the curriculum (e.g. for parts of the body) and to provide staff with the expertise to challenge students' use of slang/nicknames in differing contexts;

3.2.6.ensuring that students are involved in the planning and review of resources and approaches when appropriate.

3.3. The Governing Body is responsible for monitoring the evaluation of this policy with students/staff/ parents and carers.

3.4. The curriculum includes opportunities for students to develop the skills they need to stay safe from all forms of abuse, "teen" pregnancy and risks to sexual health. Representatives of relevant external agencies (such as the School Nursing Service) are also involved in delivering parts of the programme.

3.5. The School Nurse also offers a sexual health service once a week. This service operates as a drop-in service during lunchtime to provide students with confidential support and advice with regards to sexual health and contraception. In this capacity the School Nurse will follow their own professional codes of conduct. This is in particular reference to their provision of contraception.

- 3.6. The School works closely with the Local Authority, Stonewall and Off The Record to select appropriate approaches and resources. This policy has been produced in conjunction with the DFE SRE Guidance (2000), PSHE Association Sex and Relationship Education for the 21<sup>st</sup> Century (2014) and the LA's exemplar SRE policy guidance (2017)

#### **4. Delivery and Content**

- 4.1. Students receive the SRE curriculum through whole school off-timetable PSHE days across the school year. Within Years 9-11 these are primarily taught by outside agencies building upon their previous knowledge. From September 2017 PHSE will be taught in discreet lessons. Aspects of the curriculum are also delivered during tutor time. Year group appropriate assemblies are also delivered where appropriate.
- 4.2. Elements of the SRE programme are also delivered through the science, physical education, ICT and religious studies curriculum.
- 4.2.1. The Curriculum in Science at Key Stage 3 introduces sex education in Year 7 addressing the biological aspects of sexual reproduction and menstruation. In addition, KS3 students are taught about the physical and emotional changes that take place during adolescence, how the foetus develops in the uterus and how the growth and reproduction of bacteria can affect health.
- 4.2.2. At Key Stage 4 this understanding is extended to include an understanding of hormone control and how sex is determined in humans.
- 4.3. Materials used in schools are prepared in accordance with the PSHE Association Key Themes and Guidance framework and the law. This is also in consultation with the School Nursing Service and the Local Authority's PSHE co-ordinator.
- 4.4. Care is taken to ensure that students are protected from teaching and materials which are inappropriate, having regard to the age and cultural background of the students. The school recognises the need to begin with students' own experiences, beliefs and values and, therefore, places a high importance on creating a supportive and secure atmosphere where they can develop the confidence needed to talk, listen and think about sex and relationships. In order to do this, teachers work within the current code of conduct within Teacher Standards DfE which states that teachers must not undermine certain values, including "mutual respect" and "tolerance of those with different faiths and beliefs".
- 4.5. During lessons teachers:
- establish ground rules with students
  - emphasise the importance of mutual respect
  - require no open personal disclosures in a class setting
  - use distancing techniques
  - encourage reflection
- 4.6. The SRE curriculum focuses on the importance of love, care and responsibilities as well as sex. The school provides students with information about different types of contraception, safe sex and how they can access local sources of further advice and treatment. Students are made aware of personal responsibility and the consequences of one's actions in relation

to sexual activity and parenthood. The arguments for delaying sexual activity and resisting pressure (including peer pressure) and other risk-taking behaviour, such as drugs, smoking and alcohol are presented to students.

4.7. Through SRE the school addresses -

4.7.1. **Attitudes and values:** Students are helped to examine their own and other people's attitudes and values, particularly related to sexual matters, and to respect the rights of others to their own opinions. SRE helps students to develop a good self-image and high self-esteem, responsibility and the ability to make informed decisions. The role of sex in the media and the difference between sex, gender identity and sexual orientation is also discussed.

4.7.2. **Personal and Social skills:** SRE encourages the acquisition of skills so that students' relationships with others may be positive, fulfilling, consensual and respectful. It helps them explore how to be themselves in terms of beliefs, culture and traditions and to respect others. It provides opportunities to develop communication, assertiveness and negotiation skills within a range of different situations and recognise opportunities to develop a healthy lifestyle and highlight the issues of being online. They are taught how to recognise and reduce risk, to understand consent and recognise bullying and abuse in all its forms, how to respond and how to seek help.

4.7.3. **Knowledge and Understanding:** SRE provides information on puberty, personal safety, friendship and love, family life and relationships, gender issues, conception and birth processes, contraception, sexually transmitted infections, prejudice and stereotyping and sex and the law including online/social media activity. Students are also taught the risks associated with Female Genital Mutilation, the consequences of teenage pregnancy, abortion and the range of beliefs and opinions about it, infertility and the options open to people who are not able to conceive and where to access help in and out of school.

4.7.4. The school exercises sensitivity and tolerance towards the diverse background and beliefs of our students and parents with regard to religion, sexuality, sexual orientation and the legislation of same sex marriage.

## 5. Inclusion and equalities

5.1. We ensure that we do our best to meet the needs of all students taking account of the Equality Act 2010 and the need to be mindful and inclusive of the following :-

- Sexuality / sexual orientation (avoiding heteronormative assumptions and attitudes)
- Gender identity
- Home background (e.g. different family make-up)
- Ethnicity
- Gender
- Special educational needs and disability

## 6. Confidentiality

- 6.1. We ensure that ground rules are established before SRE lessons are delivered and that students are reminded not to discuss personal experiences and issues in class. Case studies and role play are used where possible to enable students to explore issues safely.
- 6.2. Students are informed that teachers cannot offer unconditional confidentiality but they are reassured that their best interests will be maintained and that if confidentiality has to be broken, they will be informed first and then supported as appropriate.
- 6.3. Students are encouraged to talk to their parents or carers and if required give them the support to do so.
- 6.4. Visitors to the classroom are aware of our Safeguarding and Child Protection policy.
- 6.5. Students are made aware of how to access confidential information and support after the lesson, should they need it.
- 6.6. The law allows health professionals to see and in some circumstances to treat young people confidentially, and part of this process includes counselling and discussion about talking to parents (The criteria for making such a decision are based on the 'Fraser guidelines')
- 6.7. If a student discloses something of a personal nature, the Designated Safeguarding Lead will be consulted. The DSL may seek appropriate external agency advice, decide whether or not parents/carers need to be informed and keep the student/s informed about how the disclosure is being treated and who will have access to the information. If necessary, outside agencies (e.g. social care /police) will be contacted if the student/s is at risk of significant harm or has been a victim of child abuse following the school's Safeguarding and Child Protection policy.

## 7. Parents

- 7.1. **The Right to withdraw:** SRE education is part of all students' education and it is hoped that all will participate. However, the school acknowledges that, under section 405 of the Education Act 1996, parents have the right to withdraw their children from all or part of the SRE programme except for that part which occurs in the National Science Curriculum.
- 7.2. Parents wishing to withdraw their child/ren from PHSE lessons when SRE is being considered are asked to contact the Headteacher in writing.
- 7.3. Parents need to be aware, however, that SRE can occur at any time if it arises naturally from class discussion.
- 7.4. The DfE now offer a standard pack of information for parents who withdraw their child/ren from SRE. These will be provided to parents.
- 7.5. Parents and carers have an important role in SRE by instilling values, providing a framework for relationships and arranging structures for support. This SRE policy is made available to parents online via the school website.

**Appendix 1**

**The school is supported by the following agencies**

| Who                                                      | Nature of provision                                                                                                                |
|----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| School Nursing Service                                   | Years 7 – 11 programme support in class when available                                                                             |
| Theatre companies                                        | Theatre company presentations to Years 7-11 covering topics such as sex education, drug education, alcohol, bullying, study skills |
| Kate Murphy<br>PSHE & Drug Education Consultant<br>BANES | Support and Guidance for materials and approaches to teaching                                                                      |