



To nurture each individual's aspirations and talent

To provide outstanding learning experiences and opportunities

To promote respect for one another and the environment

To encourage collaboration and partnership

SEX AND RELATIONSHIPS EDUCATION POLICY

Author:	Ros Dolton
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Review period:	3 years
Status:	Statutory (Education Act 2002 and the 2010 Academies Act 2010)

1. PURPOSE

This policy sets out the school's approach to Sex and Relationship Education (**SRE**).

The aims of SRE as taught by the school are to promote:

- The value of love, respect and care.
- Individual responsibility and confidence about relationship issues.
- Awareness and understanding about sexual issues.

2. RELATIONSHIP TO OTHER POLICIES

This policy should be read in conjunction with other relevant documents, including:

- Curriculum Policy
- Child Protection Policy
- Safeguarding Policy
- Confidentiality Policy
- Drugs Policy
- E-Safety Policy.

3. SEX AND RELATIONSHIP EDUCATION (SRE)

SRE is lifelong learning about physical, moral and emotional development. It is about understanding the importance of stable and loving relationships, mutual respect, and care for others. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.

It has three main elements:

➤ **Attitudes and values**

We convey moral values which encourage young people to view sexual activity within the context of stable, consensual and loving relationships. We encourage students to explore moral dilemmas and to develop critical thinking while learning about the value of love and care and respecting the values and opinions of others.

➤ **Personal and Social Skills**

We actively encourage students to take personal responsibility for their actions and to become independent thinkers. We explore the implications of positive and negative behaviour and ask students to consider the consequences of actions. We foster both self-respect and the development of tolerance and empathy, highlighting the importance of individual choice and helping students to resist peer pressure. We also want students to develop the skills needed to manage

emotions and relationships confidently and sensitively and learn how to recognise and avoid exploitation, manipulation and abuse (including e-safety).

➤ **Knowledge and Understanding**

We support students in understanding how they develop physically and emotionally at different stages and teach them about human sexuality, reproduction, sexual health and contraception.

4. HOW SRE IS PROVIDED AND RESPONSIBILITY FOR PROVISION

Factual information is given through Personal, Social, Health and Citizenship Education (**PSHCE**) lessons in Year 7, 8, 9 and 10, in Science lessons and by the school nurse. Time is given to:

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, reproduction, sexual health, emotions and relationships.
- Learning about the importance of respect and consent in intimate relationships; being clear about the issue of consent and what it means to give consent.
- 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 such as the avoidance of unplanned pregnancy.
- Learning about relationships and emotions, considering the effect of drugs and alcohol and the media on relationships.
- Considering commonly held beliefs/perceptions about sexual behaviour.

Teaching Strategies for Sex and Relationship Education

PSHCE teachers are given strategies and resources for teaching about sex and relationships. *More information about when and how the above objectives are taught is covered by the PSHCE scheme of work.*

Ground Rules

Ground rules should be part of the school's sex and relationship education policy, but might also be developed individually with each tutor group. They should include the ideas that:

- No one (teacher or student) will have to answer a personal question.
- No one will be forced to take part in a discussion.
- Only the correct names for body parts will be used.
- Meanings of words will be explained in a sensible and factual way.

Distancing techniques

Teachers can avoid embarrassment and protect students' privacy by always depersonalising discussions. For example, role play can be used to help students act out situations. Case studies with invented characters, appropriate videos and visits to theatre can all help students to discuss sensitive issues and develop their decision-making skills in a safe environment.

Dealing with Questions

Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting. For example:

- If a question is too personal, the teacher should remind the student of the ground rules. If the student needs further support, the teacher can refer her or him to the appropriate person such as the school counsellor, school nurse, help-line, or an outside agency or service.
- If a teacher doesn't know the answer to a question, it is important to acknowledge this and to suggest that the student and teacher research the question later.
- If a question is too explicit, feels too old for a student, is inappropriate for the whole class, or raises questions about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In this way, the student will feel that they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect, the teacher must remember to talk with the student later.
- If a teacher is concerned that a student is at risk of sexual abuse, they should follow the school's child protection procedures.

Discussion and Project Learning

Discussion and project learning has been found to be effective in sex and relationship education, especially when students work in groups. Students take part in structured activities where they can:

- Draw on previous knowledge to develop more understanding.
- Practise their social and personal skills.
- Consider their beliefs and attitudes about different topics.
- Reflect on the learning.
- Plan and shape future action.

It is also helpful to provide factual information in a written form that students can access at a later date.

PSHCE is at the same time for Years 7-11. Therefore, there is scope for movement of teachers between groups to accommodate tutors who may feel particularly

uncomfortable teaching some of the lessons. They are also supported by the school nurse if needed.

Guidelines about confidentiality

- Teachers cannot offer or guarantee students unconditional confidentiality. If there is a disclosure of abuse the teacher needs to explain their legal obligation to report this.
- Teachers are not legally bound to inform parents or the head teacher of any disclosure unless the head teacher has specifically requested them to do so.
- If sexual abuse (including under aged sex) is suspected, teachers should follow the school's child protection procedures.
- Health professionals are bound by their professional codes of conduct in a one-to-one situation with individual students, but in a classroom situation they should follow the school's confidentiality policy.

5. RIGHT TO WITHDRAW A STUDENT FROM SRE

Parents and carers have the right to withdraw a student from SRE. Requests to do so should be addressed in writing to the Headteacher.

6. CONSULTATION

This policy was written following consultation between staff, governors, parents (represented by the Friends of Farmor's School) and guidance provided by the Department for Education.

6. MONITORING, REPORTING AND EVALUATION

The effectiveness of the School's Sex and Relationships Policy and its related curriculum practices will be reviewed regularly by the member of the Senior Leadership Team responsible for PSHCE. These reviews will take place through:

- Annual staff reviews.
- Biannual participation in the Gloucestershire Online Pupil Survey.
- Discussion with Pastoral Leaders regarding trends.
- Consideration of national and local guidance.

The policy will also be formally reviewed by the Board of Governors every 3 years. However, should there be a perceived need to amend the policy sooner the member of Senior Leadership Team responsible will make recommendations to the Board of Governors accordingly.