



Holmer Green Senior School

# Sex and Relationships Education (SRE) Policy

December 2015

## **Holmer Green Senior School**

### **Sex and Relationships Education (SRE) Policy**

#### **What is Sex and Relationships Education (SRE)?**

Sex and Relationships Education is lifelong learning about physical, moral and emotional development. It is about the understanding of 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 (DfE Guidance 0116/2000).

#### **Aims**

- To enable our students to better understand the nature of human relationships;
- To enable students to see the importance of marriage and stable loving relationships for the bringing up of children;
- To prepare students for the changes, which will occur in their bodies, minds and emotions, as a consequence of growth from childhood to adulthood.

In this school SRE has three main elements, all of which are important for a balanced SRE programme.

#### **1. Attitudes and Values**

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas; and
- developing critical thinking as part of decision-making.

#### **2. Personal and Social Skills**

- learning to manage and understand emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make prejudice free choices based on an understanding of and respect for, difference;
- developing an appreciation of the consequences of choices made;
- managing conflict; and
- learning how to recognise and avoid exploitation and abuse.

#### **3. Knowledge and Understanding**

- learning and understanding physical development at appropriate stages; understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- understanding the reasons for delaying sexual activity, and the advantages of such delay; and
- developing the knowledge and understanding needed to avoid unplanned pregnancy.

#### **The Outcomes of HGSS's SRE**

(DfE guidance 0116/2000)

At HGSS, sex and relationship education aims to prepare young people for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- be aware of their sexuality and understand human sexuality;
- understand the arguments for delaying sexual activity;
- understand the reasons for having protected sex;
- understand the consequences of their actions and behave responsibly within sexual and personal relationships;
- have the confidence and self-esteem to value themselves and others, show respect for individual conscience and have the skills to judge what kind of relationships they want;
- communicate effectively;
- have sufficient information and skills to protect themselves and, where they have one, their partner from unintended/unwanted conceptions, and sexually transmitted infections including HIV;
- avoid being exploited or exploiting others;
- avoid being pressured into unwanted or unprotected sex;
- access confidential sexual health advice, support and if necessary treatment; and
- know how the law applies to sexual relationships.

### **The Content of the SRE Programme at HGSS**

The content of our programme is based on the National Curriculum for Science and the guidance given by the PSHE Association. Each section of the programme is planned by Mr R. Whitby, Specialised SEN teacher and Head of SMSC and British Values. This program of study is planned in conjunction with the Learning Area Directors, form tutors and the Head of Science.

Although the PSHCE tutors and science teams will be the main teachers of sex education, when issues around sex education arise naturally as part of the study of other subjects, subject teachers will need to be involved. On occasions the teaching of apparently unrelated subjects will lead to discussions of a sexual nature. As long as this is relatively limited and within the context of the topic being studied then this will not be considered as part of the sex and relationship education programme. The issues raised must be dealt with honestly but in this situation, teachers must have regard to the policy on sex education and ensure that they follow its guidance. This may be especially sensitive when students who have been withdrawn from sex education lessons are present in the class. In this case teachers need to balance the need to give proper attention to the relevant issues with the need to respect pupils' and parents' views and sensitivities.

Students who are withdrawn from some parts of sex education should be provided with an alternative resources. In the case of a small number they may be able to conduct this under supervision in the Learning Resource Centre. If there are larger numbers then it will be necessary to re-organise tutor groups delivering PSHCE for the period of the SRE content. It is the responsibility of the PSHCE Co-ordinator to organise these arrangements with the Deputy Headteacher.

Parents wishing to see the SRE programme, the materials used and/or the PSHCE scheme of work may do so by contacting the Headteacher. Parents will also be informed when SRE is going to be delivered in school to their child via the school's newsletter with an invitation to support the work being done in school by discussing issues at home.

## **The Delivery of the SRE Programme at HGSS**

The program has two Provision of SRE, enterprise day and PSHCE.

As part of the whole school enterprise day to Year 8 and 9 students, involving staff, the Police, the school nurse as well as other outside agencies. During this day students focus on indecent imagery and sexual conduct, sexual exploitation, online safety and conduct, healthy relationships and sexual health.

All school associate health and other professional and visitors will be asked to conform to the following:

- visitors contributing to SRE will do so at the invitation of the school and will be qualified to make an appropriate contribution.
- visitors must agree with the aims of the school in delivering its policy on SRE;
- when in class visitors will be supervised by a teacher, who will be present at all times;
- visitors will follow the school's child protection procedures if a disclosure occurs within the classroom setting;
- visitors will know and understand where their contribution fits into the school's programme for SRE and PSHCE.

As with all resources, outside speakers and visitors must be vetted carefully. They must be fully informed of the school policy and approach. This is the responsibility of the teacher inviting the speaker. The PSHCE Co-ordinator and the Headteacher must be informed of the intention to use any outside speakers

PSHCE sessions in tutor time are also used to look at SRE. In the delivery of SRE teachers use a variety of teaching methods and resources, including;

- Discussion
- Drama and role play
- Research and presentation
- Video and Powerpoint presentations

Teachers also use other teaching methods to enable students to learn about SRE which are age appropriate, taking into account the developmental needs of individual students. Resources must be selected and used sensitively. Materials should be reviewed regularly with the PSHCE lead. In a programme where the aim is to foster respect for a range of moral frameworks it is important to strive to use resources that are appropriate and which meet the needs of all students. Parents are welcome to discuss with teachers their approach to SRE and the methods of teaching and learning to be used. (See Appendix 2 – Criteria for Selection of Resources)

## **Monitoring and Evaluating SRE**

SRE is monitored by the school's PSHCE Co-ordinator. It is the Co-ordinator's responsibility to:

- a) ensure that SRE occurs in the school's curriculum according to the schemes of work for PSHE;
- b) monitor the use of teaching and learning styles;
- c) monitor the use of teaching materials;
- d) evaluate the effectiveness of the school's programme.

## **Specific Matters**

### **Dealing with Sensitive Issues**

Teachers are aware of issues that may arise out of teaching and learning about SRE. The following are protocols for discussion based lessons with students:

- no one (teacher or student) will have to answer a personal question;
- no one will be forced to take part in a discussion;
- meanings of words will be explained in a sensible and factual way; and
- teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent.

Where a member of staff is concerned that a child protection issue is arising it is his or her responsibility to follow the school's Child Protection Policy.

### **Controversial Issues**

Staff should be sensitive to different cultural and religious attitudes to sexual behaviour. It is important however, that whatever the background of students they develop a responsible attitude to sex, relationships and becoming parents. Students should also be informed of the law concerning sexual conduct.

'Controversial issues' sometimes arise in addition to the planned programme of sex education when students ask questions about them. These should be answered honestly but teachers will need to use their discretion and judgement about how to deal with explicit issues raised by students.

### **Dealing with Individual Students**

It is important that if individual students approach teachers then the teacher listens and talks to them. In some circumstances, for example, if the teacher believes the student is distressed or in danger, then it may be appropriate to try and persuade the student to ask for help from parents or other agencies. This may involve further support from the school. It may also be necessary to inform the DSL and the Headteacher about your concerns.

If there is a risk that the teacher may be compromised in any circumstances then it would be wise to be accompanied by another, more senior teacher.

If a teacher is approached by a student for specific advice on contraception or other aspects of sexual behaviour they should talk to the student but make it clear that they cannot give advice on such matters. Wherever possible, the student should be encouraged to seek advice from his or her parents or a relevant health service professional, for example the family planning service or School Nurse.

### **Confidentiality**

The aim of this part of the policy is to set out the school's position on confidentiality so that it meets the requirements of the:

- Data Protection Act
- The Children's Act
- The Schools Standard and Framework Act 1998

### **Child Protection**

Teachers are clear that they cannot be totally confidential and that if a student makes a disclosure that indicates concern for a student's welfare or that child abuse is taking place, the teacher is bound by law to refer that student to the DSL in school, giving a value free report of the disclosure. The DSL may wish to talk to the parents or the Social Services,

or to arrange for the student to be counselled. If it is appropriate these actions should be negotiated with the student.

In cases where a teacher learns from an under 16 year old that they are having, or contemplating having sexual intercourse, the teacher will inform the DSL. They will make a judgement on appropriate action.

They will also make clear to the student that they cannot guarantee confidentiality. The teacher will ensure that the student understands that if confidentiality has to be broken they will be informed first.

### **Parental Right to Withdrawal from SRE**

Sex and relationships education is the right and responsibility of the parent. Holmer Green Senior School provides sex and relationships education to support parents in fulfilling their responsibility. However, if a parent is not happy with this aspect of SRE education, parents have the right to withdraw their children from all or part of the sex and relationship education provided at school except for those parts included in the statutory National Curriculum (DfE Guidance 0116/2000). They should state their wish in writing to the Headteacher. Reasons do not have to be given and once the request has been made it has to be complied with until revoked by the parent. When the Headteacher receives such a letter he will invite the parents to a meeting, at which the Headteacher or Deputy Headteacher will explain clearly what the school's policy is and seek to accommodate the wishes and/or concerns of the parents. If that is not possible the student will be withdrawn from SRE and placed in another class or tutor group where suitable work and supervision will be provided. Parents will be given the DfE support pack for parents who withdraw their children for SRE as presented in the school's basic curriculum (DfE Guidance 0116/2000).

If a request is made for withdrawal of a student from SRE then it is the responsibility of the Headteacher to inform the Head of Science and the PSHCE Co-ordinator who can then make the necessary arrangements. The Headteacher should ensure that the parents are contacted at the beginning of each year to check that they wish to withdrawal to continue.

Any complaints from a parent or student about the sex education programme should be referred to the DSL and will be investigated immediately.

### **Staff and Training**

- If staff have concerns or need guidance or support in this area they should approach the PSHCE Co-ordinator.
- It is the responsibility of the Senior Teacher Staff Development to ensure that all members of staff understand the school approach to sex education. If necessary this should be reinforced at the Faculty level.

Approved by Governors: March 2016

To be reviewed: March 2018