

Introduction

We have based our school's sex and relationships education policy on the DfE guidance document Sex and Relationship Education Guidance (ref DfE 0116/2000). In this document, sex and relationships 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'. Sex and relationships education is part of the personal, social and health education curriculum in our school. While we use sex and relationships education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex and relationships education as a means of promoting any form of sexual orientation.

Aims and objectives

We teach children about:

- the physical development of their bodies as they grow into adults;
- the way humans reproduce;
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- the importance of family life;
- moral questions;
- relationship issues;
- respect for the views of other people;
- sex abuse and what they should do if they are worried about any sexual matters.

Context

We teach sex and relationships education in the context of the school's aims and values framework (See Curriculum Policy values statement.) While sex and relationships education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in school. In particular, we teach sex and relationships education in the belief that:

- sex and relationships education should be taught in the context of marriage and family life;
- sex and relationships education is part of a wider social, personal, spiritual and moral education process;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect;
- children need to learn the importance of self-control.

What is SRE?

The term sex and relationships education - SRE - is used in this policy rather than sex and relationships education. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

According to the DfE guidance SRE 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'

DfE 'Sex and Relationship Guidance', 2000.

The guidance suggests that SRE should have three main elements as follows:

Knowledge and understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, sexual health, emotions and relationships.
- Learning about contraception and a range of local and national sexual health advice, contraception and support services.
- Learning the reasons for delaying sexual activity, the benefits to be gained from such delay
- The avoidance of unplanned pregnancy.

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.
- Developing critical thinking as part of decision making.

Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Learning how to recognise and avoid exploitation and abuse.

The school's approach to SRE consists of:

1. The taught SRE programme.
2. Pastoral support for students who experience difficulties.
3. Provision of appropriate information through leaflets and books in the library and display of posters.

Legal obligations

Maintained secondary schools in England and Wales have a legal responsibility to provide a 'sex and relationships education' programme. They also have a responsibility to keep an up to date written statement of the policy they choose to adopt and this must be available to parents. Parents have a right to withdraw their children from 'sex and relationships education' lessons which fall outside those aspects covered in the National Curriculum Science, or where SRE issues arise incidentally in other subjects. We will work in active partnership with parents/carers, value their views and keep them informed about our SRE provision.

The needs of young people and the role of schools

The overall aims of the school and National curriculum are:

1. To provide opportunities for all pupils to learn and to achieve.
2. To promote pupil's spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.
3. To provide young people with the knowledge and skills in which to make well informed decisions about their lives. The school has a key role, in partnership with parents/carers, in providing SRE.

Young people who feel good about themselves, and are knowledgeable and confident about sex and relationships, are more likely to be more discerning in their relationships and sexual behaviours and to have fulfilling relationships.

'Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to enter into sexual activity. Indeed it can help them learn the reasons for, and the benefits to be gained from, delaying such activity'.

DfE 'Sex and Relationship Guidance', 2000.

Rates of teenage pregnancy, abortion and sexually transmitted infection in the UK are among the highest of all European countries.

Our school's approach to SRE is in line with the Government's strategy and guidance and updated accordingly.

Morals and Values Framework

Our approach to SRE will be conducted within a clear morals and values framework based on the following principles:

- The value of stable and loving relationships.
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion.
- The right not to be abused by other people or be taken advantage of.
- The right of people to follow their own sexuality, within legal parameters.

We also believe that students have an entitlement to:

- Age and circumstance appropriate SRE.
- Access to help from trusted adults and helping services.

SRE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to SRE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias. We shall endeavour to have an approach that is educational, rather than one based on propaganda.

Equal Opportunities

Young people may have varying needs regarding SRE depending on their circumstances and background. The school strongly believes that all students should have access to SRE that is relevant to their particular needs. To achieve this, the school's approach to SRE will take account of:

Difference and diversity

Different ethnic and cultural groups may have different attitudes to SRE. The school will consult students and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and culture groups.

We recognise that our students may come from a variety of family situations and home backgrounds.

Sexuality

On average, about 5% of our students will go on to define themselves as gay, lesbian, bi-sexual or transexual (LGBT). Students may also have LGBT parents/carers, brothers or sisters, other family members and/or friends. All our students will meet and work with LGBT people. Our approach to SRE will include sensitive, honest and balanced consideration of sexuality. Our pastoral support will take account of the needs of LGBT students. We shall also actively tackle Homophobic bullying. (Education and Inspections Act 2006)

Special educational needs

We shall take account of the fact that some students may have learning, emotional or behavioural difficulties or physical disabilities that result in particular SRE needs.

Responsibilities

A whole school approach will be adopted to SRE that actively involves the whole school community. All groups who make up the school community have rights and responsibilities regarding SRE. In particular:

The School Management Team (SMT) will endeavour to support the provision and development of SRE in line with this policy by providing leadership and adequate resourcing.

The Heads of Pastoral Care and Wellbeing will maintain an overview of SRE provision and have overall responsibility for its development in their section of the school. This will include keeping up to date with developments and good practice, developing the provision to meet student's needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.

All teaching staff are involved in the school's SRE provision. Some teach SRE through the PSHCE programme and some through science and other curriculum areas. All teachers play an important pastoral role by offering support to students. Any teacher can be approached by a student who experiences a difficulty regarding sex or relationships issues. Teachers will be informed about the school's approach to SRE and aided in their work by provision of resources, background information, support and advice from experienced members of staff and access to appropriate training.

Non-teaching staff may be involved in a supportive role in some SRE lessons and also play an important, informal pastoral support role with students. They will have access to information about the SRE programme and supported in their pastoral role.

Outside agencies and speakers are involved in inputting to SRE lessons and as points of referral as support services for students. The school will only work with agencies and speakers who are

appropriate to student needs. We shall work in partnership with them and jointly plan their work within the school. The school will also promote relevant helping agencies that students can access.

Students have an entitlement to age and circumstance appropriate SRE and to pastoral support. They will be actively consulted about their SRE needs and their views will be central to developing the provision.

The Taught SRE Programme

- 1) The SRE programme will be delivered as part of the school's approach to PSHCE.
- 2) The SRE programme is delivered in a developmental manner so that issues are explored in greater depth as students mature. The programme allows for flexibility depending on the needs of the year group.
- 3) A wide range of teaching methods are used, that enable student's to actively participate in their own learning. This includes use of quizzes, case studies, research, role play, video, small group discussion and use of appropriate guest speakers. Occasional use of drama productions also forms part of the programme.
- 4) Teaching is conducted in a safe learning environment through the use of ground rules and distancing techniques so that students are not put on the spot or expected to discuss their own personal issues in class. Teaching resources are selected on the basis of their appropriateness to students.
- 5) The school believes that students should have opportunities to have their genuine questions answered in a sensible and matter-of-fact manner. However, occasionally a student may ask a particularly explicit, difficult or embarrassing question in class. Teachers will use their skill and discretion to decide whether to answer questions in class and, if so, how. They will establish clear parameters of what is appropriate and inappropriate in class by discussing ground rules with students and by taking an approach that encourages students to be mature and sensible. If a teacher does not know the answer to a question they will acknowledge this and suggest that they and students research the answer to the question later. If a question is too explicit or inappropriate to answer in class at that moment, teachers will acknowledge it and attend to it later with the student who asked it. If a question is too personal, teachers will remind students about the ground rules.
- 6) If a teacher is concerned that a student is at risk of sexual abuse they will follow the school's safeguarding procedures.
- 7) Teachers will not give students advice pertaining to their individual personal situation but should encourage them to speak to their parents or guardians. A teacher can also inform students about how to seek help from appropriate health professionals.
- 8) The programme is regularly evaluated by the Heads of Pastoral Care and Wellbeing. The views of students and teachers who deliver the program are used to make changes and improvements to the programme on an ongoing basis.

Organisation

In science lessons in Years 1-6, teachers inform children about puberty and how a baby is born. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for science. In Pre Prep we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Lower Prep we teach about life processes and the main stages of the human life cycle in greater depth.

In Year 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

Year 6, we ensure that the girls know how babies are 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 (as stated earlier in this policy).

In Years 7-13, the sex and relationships programme is delivered through PSHCE, RE and Science lessons and covers various topics including Forced Marriages, Child Sexual Exploitation, Female Genital Mutilation.

The role of parents

The school is well aware that the primary role in children's sex and relationships education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's sex and relationships education policy and practice;
- answer any questions that parents may have about the sex and relationships education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex and relationships education in the school;

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents have the right to withdraw their child from part of the sex and relationships education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex and relationships education lessons, they should discuss this with the Head of Pastoral Care and Wellbeing, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

Confidentiality

Teachers conduct sex and relationships education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Designated Safeguarding Lead. The Designated Safeguarding Lead will then deal with the matter in consultation in line with our Safeguarding Policy.

The role of the Principal

It is the responsibility of the Principal to ensure that both staff and parents are informed about our sex and relationships education policy, and that the policy is implemented effectively. It is also the Principal's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Principal monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.



ROEDEAN MOIRA HOUSE SEX AND RELATIONSHIPS EDUCATION (SRE) POLICY 2018-2019

Monitoring and review

The Pastoral Sub-Committee of the School Council monitors our sex and relationships education policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Pastoral Sub-Committee gives serious consideration to any comments from parents about the sex and relationships education programme, and makes a record of all such comments. Governors require the Head of School to keep a written record, giving details of the content and delivery of the sex and relationships education programme that we teach in our school.

Related policies and documents

This policy should be read in conjunction with the following policies and documents:

- Employee Handbook
- Staff Handbook
- Code of Conduct for Employees
- Health Safety Handbook
- Boarding Staff Handbook
- National Minimum Standards for Boarding Schools
- ISI Handbook for the Inspection of Schools, Regulatory Requirements
- Teachers' Standards
- Departmental Handbook
- Complaints Policy (Parents)
- Complaints Policy (Pupils)

POLICY REVIEWED BY SCHOOL: June 2019

POLICY REVIEWED BY SCHOOL COUNCIL:

NEXT REVIEW: