



# Sex & Relationships Policy

**SIGNED - HILARY HOULT (GOVERNOR)**

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Ratification Date: - 11 June 2018

Review Date: - 11 June 2018





## **Sex and Relationships Policy**

**“Sex and Relationships Education is lifelong learning about physical, moral and emotional development.”**

### **Introduction**

This policy outlines the purpose, nature and management of sex and relationships taught in our school. It should be read alongside the PHSE policy. In line with legal requirements (Education Act 1996, Learning and Skills Act 2000) the governors at Bents Green School have overseen the production and development of a SRE policy which will be made available to parents on our school website and have decided to deliver a SRE programme in addition to that which is part of the statutory Science Curriculum. The school recognises the contribution that SRE in the school can make to government health targets. SRE in the school builds the foundations of knowledge, skills and attitudes which help students to make positive, informed and safe choices about their health and well-being both now and in later life. The policy will be reviewed on a bi-annual basis. This review will be led by the PHSE Co-ordinator and will be informed by: staff and student evaluation of the programme; any relevant local/national issues; relevant changes in the law/good practice guidance; the results of parent questionnaires; new resources becoming available; and student needs.

### **What is Sex and Relationships Education?**

Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, health, social and economic education (PHSE).

A comprehensive programme of SRE provides accurate information about the body, reproduction, sex, and sexual health. It also gives students essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and off line.

### **Aim:**

To equip students with the knowledge, skills and attitudes to enable them to manage the responsibilities associated with adult life and to form and maintain positive and fulfilling relationships.

### **Objectives:**

- To develop an awareness of the importance of relationships and enable Students to practice skills that will help them to build and maintain them
- To provide factual information on human reproduction and birth
- To encourage respect for difference and diversity
- To prepare students for the physical and emotional changes associated with puberty





- To provide a positive and open view of sex and sexuality and support sexual self-acceptance
- To ensure that all students know who can support them and how to access this support
- To work in partnership with, and support the role of parents



- To model positive relationships throughout the school
- To actively challenge stereotypes, prejudice and sexual exploitation and give students the skills to critically analyse media messages
- To give opportunities for students to develop and practice decision-making skills with regard to the range of possible consequences
- To promote, and encourage students to make healthy lifestyle choices
- To use agreed terminology to discuss sexual body parts throughout the school

## **Roles and Responsibilities**

### **The PHSE Co-ordinator has the following responsibilities:**

- To lead the bi-annual review of the SRE policy
- To ensure that resources used are relevant and appropriate to the needs of the students
- To lead on the evaluation of the SRE policy and programme
- To ensure that staff have the necessary skills, confidence, knowledge, and resources in order to deliver effective SRE

### **The Governors have the following responsibilities:**

- To ensure that an up-to-date SRE policy is in place and is made available to parents and for inspection
- To ensure that the SRE policy and curriculum are in line with the DfEE SRE Guidance 2000
- To ensure that the policy and programme reflect a whole school approach particularly in relation to consultation

### **Teachers have the following responsibilities:**

- To ensure that they, or anyone working in their classroom to deliver/support SRE, is doing so in line with the school's SRE policy, and other relevant school policies
- To contribute to the evaluation of the programme
- Assessing students's progress against the agreed learning outcomes

## **Working with Parents/Carers**

- We recognise that parents/carers are key partners in our delivery of a comprehensive SRE programme for students at the school. The SRE we deliver is designed to support the important role of parents in this area.
- Before Students start SRE work parents/carers will be invited to a meeting to explain the teaching sequence and allow parents to view the resources that will be used throughout the phase.



- If parents/carers have concerns about any of the content to be covered, we ask that these are addressed to the Head Teacher.
- Legally parents have the right to withdraw their Students from SRE that takes place outside of national curriculum Science. Any parent wishing to take this course of action should send a letter to the Head Teacher outlining their concerns. The parent will be asked if they would like to meet to discuss this further. We will do our best to address any worries that the parent may have. In the event of a parent still choosing to withdraw their child we will provide alternative PHSE work on a different topic.

### **Moral and Values Framework < see SMSC Policy>**

Through the SRE curriculum, both formal and informal, and the modelling of positive relationships throughout the school, we aim to promote and foster the school's agreed set of morals and values. These are as follows:

- Everyone has a right to express their views and be listened to
- Everyone in the school should behave in a way that shows care, consideration and respect for themselves, other people and things, and the environment
- All members of the school community are equally valued
- Disputes and disagreements will be resolved peacefully
- The diversity of individuals, families and relationships will be accepted and celebrated
- Love, commitment, trust, loyalty, respect are important attributes needed in close relationships

### **Equal Opportunities**

Bents Green encourages respect for all regardless of gender and gender identity, ethnicity, ability, faith, culture, sexuality, sexual orientation, disability, home background or other personal circumstance. Within our provision of SRE we will ensure that resources used and teaching styles employed reflect and support the diversity of our students and wider society. All members of the school community will feel safe, valued and respected. (see Equality Policy) Throughout the school there will be consistent challenging of homophobic attitudes, behaviour and language.

\*\*We recognise that students at the school come from a range of family backgrounds, these include: Students whose parents are not married; Students whose parents have divorced or separated; Students in public care; Students living with foster parents, grandparents, parents of different ethnicities, disabled parents, same-sex parents and single parents. We will endeavour to ensure that Students see these family groupings and relationships represented and affirmed within the SRE curriculum and resources.





In planning the SRE programme we have used learning outcomes suggested by Ofsted in their report on SRE (2002). These incorporate the statutory elements of sex education that come within the Science curriculum. We have also given due regard to the SRE guidance issued by the DfEE in 2000 and Sex and Relationships Education for the 21st Century - PHSE Association and Sex Education Forum 2014.

Planning has taken account of the diverse needs of students and sessions will be differentiated as appropriate.

### **Content and Delivery**

SRE will be delivered to all students at an appropriate level through the following themes:

- Similarities and differences
- Feelings
- Keeping safe
- Keeping yourself clean and healthy
- Someone to talk to
- Friends
- Families of all kinds
- Growing and changing
- Male and female/body parts, reproduction and birth
- Choices and consequences
- Gender stereotypes / gender identity and sexuality
- Sexual exploitation

Content and delivery will be matched to the age, maturity, understanding and needs of the students in each year group. We will use various methods at the beginning of each year to assess student's current knowledge, understanding and skills in order to ensure that the content of the programme is relevant.

In order to promote common understanding amongst the students we make use of the correct terminology to discuss sexual body parts in school. Whilst we acknowledge that students have different family names for sexual parts we teach and encourage the use of the scientific names. Students need to learn the correct biological/medical names for the genitalia and reproductive organs. Having the right language to describe the private parts of their body – and knowing how to seek help if they are being abused – are vital for safeguarding. The words we will use include: penis, vagina, clitoris, testicles, breasts, nipples. This language is reflected in the resources used to deliver SRE.





In November 2013, the Office of the Students' Commissioner (OCC) completed an inquiry into child sexual exploitation (CSE) which has raised awareness of the prevalence of this issue and the urgent need to tackle it.

Younger students should learn that their body belongs to them and that they can say who has access to it. This is a key element in a school's approach to safeguarding. Learning to respect boundaries – their own and other people – helps Students to understand the need to obtain consent and that everyone has the right to offer or withhold their consent for any activity, sexual or otherwise. (Sex and Relationships Education for the 21st Century - PHSE Association and Sex Education Forum 2014).

## **Delivery**

The formal SRE programme will be delivered in each year group through a weekly PHSE session. It will also be delivered through broader topic-based work and through other curriculum subjects, for example Science, and RE. There will also be opportunities for more informal SRE through assemblies, circle-time, story-telling, pretend play. Students will be encouraged to recognise and apply the knowledge and skills they learn in PHSE to other contexts both within, and outside of, the school setting.

We recognise that SRE sessions require the use of a range of teaching and learning strategies in order that Students have the opportunity to develop skills, explore attitudes and values and acquire knowledge. The range of teaching and learning strategies employed in the delivery of SRE at Bents Green include watching videos, discussion, role-play, quizzes, drama, case studies, matching exercises, drawing, and debates. Individual teachers will ensure that all students are able to access the activities to be employed. Appropriately differentiated activities will be provided for students who need these.

Students will be made aware of the intended learning outcomes of each lesson/topic so that they can assess their own development and make progress.

SRE will be delivered by class teachers. We ensure that both male and female students receive information on the emotional and physical changes of the onset of puberty in both genders. This information will be taught in class groups. Whilst most sessions will be delivered to class groups, some of the sessions on puberty may be delivered to gender groups so that the students have the opportunity to ask questions that they might feel less comfortable asking in a mixed gender group. There may be occasions where groups of Students, particularly those with additional learning needs, are taught SRE in smaller groups or individually in order to maximise their learning. They may also have additional support from teaching assistants.





## Resources

Resources are chosen by the PHSE Co-ordinator who ensures that they reflect the needs of Students within the school. The PHSE Co-ordinator consults national and local guidance on appropriate SRE resources and then judges their suitability for use with our students. We will remain flexible in our choice of resources and teachers will adapt resources to fully address the needs of all students within their class.

## Answering Student's Questions

Students are naturally curious and we believe that if a child asks a question they require an honest and factual answer. This is true of questions asked in all curriculum areas and at other times during the school day.

All staff in the school will answer student's questions around sex and relationships issues in line with the following guidance which is based on that given by the Local Authority:

- Questions will be answered in a factual manner without any personal bias and with reference to the age and understanding of the child / students.
- If the answer to a question isn't known the class teacher will suggest that the class do some research to find out the appropriate information
- In some situations, staff will sensitively turn the question back on the student to establish what they already know, for example "that's a very interesting question, I wonder why you are asking that" or ask the rest of the class whether they know the answer "Does anyone else know the answer to that question?"
- All staff have considered questions that may be asked in SRE sessions and discussed suitable answers.
- If it is felt that it is not appropriate to answer a question in a whole class setting the teacher will explain this sensitively and will give an answer to the child individually at the end or refer the child to their parents.
- In all PSHE/SRE sessions an anonymous question box will be available so that all Students feel able to ask questions and receive appropriate answers. **All** questions that are placed in the box will be answered in an age-appropriate, factual manner.

## Staff Training

Staff training on SRE is co-ordinated by the PHSE/SRE Co-ordinator. Training requirements will be identified through the bi-annual review process or through a teacher expressing individual needs to the Head Teacher. Appropriate training will then be sought to fulfil the needs of the staff member. Anybody who attends training





will be required to provide an outline of any relevant information to other staff members via a future staff meeting.

## **Monitoring and Evaluation**

At the end of each lesson teachers will use a range of informal methods to give students the opportunity to reflect on their learning and development. Throughout each topic a range of methods will be used to assess the extent to which students are achieving the intended learning outcomes. Students will be assessed on the following three areas: knowledge acquisition; clarification and exploration of attitudes and values; skills development.

## **Safeguarding Students, Confidentiality and Child Protection**

All staff members at Bents Green have a duty to safeguard the well-being of students.

At Bents Green we recognise that the open discussion associated with PHSE/SRE may lead to students making disclosures about things that they are worried about or about abuse. There may also be occasions when a teacher may hear things or observe activity/behaviour that may raise concerns of a child protection issue. In these situations, the teacher will consult the school's Child Protection Designated Person. The Child Protection Designated Lead will then work in line with the relevant school policies in terms of any further action that may be taken. This includes the mandatory reporting duty regarding Female Genital Mutilation (FGM). Staff should use safeguarding procedures if they suspect a child is at risk and should personally report to the police, cases where they discover an act of FGM appears to have been carried out. FGM is illegal under the FGM Act 2003 and is a form of child abuse. Under Section 5B of the 2003 Act (as inserted by Section 74 of the Serious Crime Act 2015) a mandatory reporting duty was introduced for Teachers to report 'known' cases of FGM from 31st October 2015 – please see the Child Protection Policy for more information.

We use group agreements within PHSE/SRE sessions in order to ensure that Students are aware that teachers cannot offer complete confidentiality in all instances. Where a staff member has to disclose information to another party, this will be done following discussion with the student if this is possible and appropriate. Sensitive information is only disclosed internally or externally with careful attention to the rights and needs of individuals. For more detailed information on the processes for child protection please consult the school's Child Protection and Safeguarding policies which are available on the school website.





## **Provision for young women's menstruation needs**

Sanitary disposal units are available in the staff and in students' toilets. All female students and their parents are informed that sanitary protection and spare underwear can be obtained from the School Office in the event of a student starting menstruation when at school. Supplies are kept within school to deal with emergencies. However, parents are expected to send students to school with adequate sanitary protection for the day and these can be kept in a private agreed place. Both male and female students are educated about periods through the SRE curriculum to encourage empathy and understanding.

## **Information for Staff and Students on local support services**

It is hoped that students will feel able to approach parents or staff with any concerns or worries that they may have regarding sex and relationships. School staff will always encourage students to discuss issues with parents. However, we recognise that some students may feel more comfortable accessing other agencies/sources of information. Therefore, the school provides a student health and wellbeing noticeboard displaying telephone numbers and web addresses of appropriate sources of confidential support. Through the comprehensive PSHE curriculum students are provided with the knowledge and are able to practice skills to enable them to seek appropriate help and support.

## **Links to other relevant policies**

The SRE policy links to the following school policies:

- Equality
- PHSE
- SMSC
- Safeguarding
- Drugs Education



