



The  
**Joseph Rowntree  
School**

the right school to grow in

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

**Date of Adoption by Governing Body:** \_\_\_\_\_

**Chair of Governor's Signature:** \_\_\_\_\_

**Date to be Reviewed: November 2020**

This policy reflects national aims and priorities including DfES 0116/2000 Guidance (SRE Guidance), National Healthy Schools Standard; Sex and Relationship Education Guidance, and the relevant sections of the SRE OFSTED schools inspection act 1996.

## **RATIONALE**

One of the most challenging issues for young people is their developing sexual and emotional lives. School plays a part in providing a framework to support young people through their physical, emotional and moral development. Sex and Relationship Education is therefore firmly rooted within the framework for PSCHE, and the Science Curriculum. Within national priorities SRE has a role to play in reducing teenage pregnancy and sexually transmitted diseases. SRE is also part of our Healthy Schools Programme. Our SRE programme has been devised and reviewed by health professionals. Students are informed of the services available.

## **ROLES AND RESPONSIBILITIES**

### ***Governors***

As part of their general responsibilities for management of the school, the governors have played a key role in the development of the school's policy for SRE. They will continue their involvement through regular evaluation of it.

### ***Senior Leadership Team***

The Senior Leadership Team takes overall responsibility for this policy and its implementation and for liaison with the governing body, parents, the L.A. and appropriate agencies. The Headteacher has appointed a PSCHE Co-ordinator who will work with and attend senior management meetings as required.

### ***PSCHE Co-ordinator***

The Co-ordinator together with the Senior Leadership Team has a general responsibility for supporting other members of staff in the implementation of this policy. The PSCHE Co-ordinator will provide a lead in the dissemination of information relating to Sex and Relationship Education. She is responsible for identifying and providing good quality resources and training.

### ***Parents***

Parents are encouraged to support the school's SRE programme and have access to this policy. The schools plays its part in ensuring that parents are kept up to date with developments in SRE including the content and organisation of the programme. Parents have the right to withdraw their children from the programme and are informed of the procedure for making complaints. Parents have access to this policy and are actively consulted and encouraged to make contributions. Parents are informed when SRE lessons will happen.

### ***Students***

Students have an entitlement to 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.

### ***All Staff***

All staff both teaching and non-teaching should be aware of the policy and how it relates to them. Any staff involved in SRE have opportunities for relevant training. Consultation on the policy is provided through year teams, through evaluations and via the PSCHE Co-ordinator.

## **SECTION 1**

### **EQUAL OPPORTUNITIES STATEMENT**

Sex and Relationship Education will be provided to all students with consideration of any particular needs (see equal opportunities policy) responding to the diversity of children's cultures, faiths and family backgrounds.

### **AIMS AND OBJECTIVES OF THE POLICY**

Sex and Relationship Education should enable young people to make responsible and well informed decisions about their lives. It helps support young people through their physical, emotional and moral development. A successful programme firmly embedded in PSICHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

The main aims of our Sex and Relationships Education are:

- To enable each student to develop confidence and self esteem.
- To help and support young people through physical, emotional and moral development.
- To develop responsibilities in young people.
- To provide accurate information and correct any misunderstandings.
- To develop personal and social skills.
- To enable students to explore their own and others feelings, views, attitudes and values towards sex and relationships.
- To encourage young people to understand human sexuality and to respect themselves and others.
- To discuss morals and values to help young people respect themselves and others and move with confidence to adulthood, managing their lives and learning how to avoid exploitation and abuse.
- To develop a healthier lifestyle, good relationships and respect differences between people.
- To understand the nature and importance of marriage for family life and bringing up children, but also that there are strong and mutually supportive relationships outside marriage.
- To understand human sexuality, learn the reasons for delaying sexual activity and the benefits to be gained from such delay and to learn about obtaining appropriate advice on sexual health.
- To provide learning outcomes to match age, ability, gender and maturity.

### **MORAL VALUES FRAMEWORK**

The Joseph Rowntree School believes that:

- All students have an entitlement to Sex and Relationship Education that will encourage them to respect themselves and others.
- Sex and Relationship Education will be delivered in the context of family life and with regard to the religious beliefs of the students.
- Sex and Relationship Education is important in contributing to children's overall personal development.
- Sex and Relationship Education is a whole school issue.
- Loving, stable and responsible relationships, fidelity, marriage and family life, as well as strong and mutually supportive relationships outside marriage are the expected norm.

- Promiscuity is undesirable and an irresponsible attitude to sexual activity is morally wrong.
- Sexual intercourse for individuals under the age of 16 is both undesirable and illegal. The law should be obeyed and parents' views respected.
- Sexual activity should be based on mutual choice and decision. It is wrong for one person to force views and their actions on another.
- A critical awareness of the influence of the media, youth culture and advertising should be promoted.
- All issues should be discussed aiming to present balance. An individual's religious views and moral beliefs are to be fully respected. There should be no direct promotion of sexual orientation. There should be no stigmatisation of children based on their home circumstances.
- In discussion ground rules are established with students and discussions are depersonalised. If the situation arises support is given. (See Confidentiality Policy).

Students will be encouraged to value differences between people and the variety of relationships that are loving and caring. Sex and Relationship Education will take place in a way that supports students' spiritual, moral, social and cultural development. The school believes that honest, sensitive and responsible Sex and Relationship Education is relevant and necessary for our students.

This policy and its supporting schemes of work seek to acknowledge that this area of the curriculum is challenging and sensitive for many students, parents and teachers and to set out how we aim to meet those challenges.

### **Schools provision for Sex and Relationship Education**

In line with statutory and non-statutory guidance, Sex and Relationship Education is supported by the schools wider curriculum for personal, social and citizenship education.

The National Curriculum Science order states that the following provision should be delivered:

**Key Stage 3** - The human reproductive cycle including adolescence, fertilisation and foetal development.

**Key Stage 4** - How chemical and electrical signals enable body systems to respond to internal and external changes in order to maintain the body in an optimal state, and how human health is affected by a range of inherited and environmental factors by the misuse of drugs and by medical treatments.

The OFSTED framework puts more emphasis on the non-statutory PSCHE curriculum.

### **Within PSCHE**

At Key stages 3 and 4 students should be able to:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- To 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 pastoral relationships;

- Have the confidence and self-esteem to value themselves and others and respect for individual conscience and 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 and support and if necessary treatment;
- Know how the law applies to sexual relationships.

## **TEACHING PROGRAMME, STRATEGIES AND RESOURCES**

Sex and Relationship Education is delivered by the tutor or school nurse in whole class or group situations, using a variety of teaching and learning strategies to encompass the broad aims of the PSCHE curriculum.

It is also taught within other curriculum areas e.g. Science, R.E., Healthy School events.

Where the teaching and learning includes issues, which may be sensitive, staff and students will work within clearly understood and applied ground rules in line with the school's confidentiality policy and schools agreed ground rules. If a young person discloses information which suggests that they could be at risk then absolute confidentiality cannot be guaranteed. Pupils should be reminded of this when appropriate. Any such disclosure should be reported to the Deputy Head responsible for pastoral matters.

### **Provision from School Nurses**

In addition to lessons, school nurses also deliver aspects of:

- The physical and emotional changes that take place during adolescence.
- The human reproductive system, including the menstrual cycle and fertilisation.

In addition to lessons, school nurses also deliver aspects of:

- In Year 9 - contraception
- In Year 11 students receive advice on testicular and breast awareness
- Through Key Stages 3 and 4 all students receive talks on relationships

## **RESOURCES**

All resources for Sex and Relationship Education are kept in the PSCHE store or are available on the Intranet.

## **ANSWERING DIFFICULT QUESTIONS**

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting, through teaching techniques such as utilisation of ground rules and distancing techniques. In addition, if teachers do not know the answer to a particular question, or feels that the question is inappropriate for the age of that child and which may raise concerns of sexual abuse, the teacher will acknowledge it and promise to attend to it on an individual basis. Furthermore, child protection procedures will be adhered to.

## **CONFIDENTIALITY**

Whilst the school attempts to keep confidentiality, it cannot offer or guarantee students unconditional confidentiality, but in all cases will adhere to the 1998 Data Protection Act. Teachers are not legally bound to inform parents or the Headteacher of any disclosures unless the Headteacher has specifically requested them to do so. Teachers follow the set procedure if a child under the age of 16 is having or contemplating having sex. If sexual abuse is suspected, teachers follow the school's child protection procedures.

## **CHILD ABUSE AND PROTECTION PROCEDURES**

If a member of staff is concerned about a child's welfare, they will discuss their concerns with the designated Child Protection person (Mr Andrew Haigh). Consultations and/or referrals will be carried out in accordance with guidance given on the CYC Child Protection Procedures.

## **USE OF VISITORS**

Where visitors and outside agencies are involved, their contribution will have been planned as part of an overall programme of Sex and Relationship Education. Their contribution should complement the teaching already taking place in the school and adhere to the schools Sex and Relationship Education Policy. It is the schools responsibility to ensure that all visitors are made aware of the schools Sex and Relationship Education Policy.

## **Implementation of the policy**

A copy of this policy is provided for each member of staff and each member of the governing body. Reference copies are available from the Headteacher for all other persons who come into contact with the students. A copy of this policy (or relevant extracts are published in the School Prospectus, Governor, Staff and Student Handbooks).

**End of document**