



Sex and Relationship Education (SRE) Policy

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1. The aims of the policy

Willow Bank School is an inclusive environment, for pupils of all backgrounds, faiths and cultures and sexual orientation. We aim to reflect this inclusive approach in SRE teaching. Willow Bank School caters for pupils aged 8-16 with Social, Emotional and Mental Health difficulties. The staff are experienced in meeting both the learning and pastoral needs of all pupils.

S.R.E. is incorporated into the curriculum taught at Willow Bank and aims to teach pupils programmes of work that are relevant and important in their lives. The programmes are delivered at the appropriate levels to the pupil's ability and build upon the values outlined in the National Curriculum. Willow Bank has bought in to the PSHE Association and follow their expertly written programmes of study.

S.R.E is taught throughout Willow Bank as part of PSHE. Work is planned and taught in modules. Class sizes vary from 2-10 pupils with one teacher delivering the lessons. Parents are fully informed about all aspects of the S.R.E curriculum. Willow Bank has a good relationship with parents, visitors, and relevant professionals.

2. What is sex and relationship education (SRE)?

Sex and Relationships Education (SRE) is learning about the emotional, social, and physical aspects of growing up, relationships, sex, human sexuality, and sexual health. It should equip children and young people with the information, skills, and values to have safe, fulfilling, and enjoyable relationships and to take responsibility for their sexual health and wellbeing. (Understanding SRE, Sex Education Forum briefing 2010).

Sex and Relationship Education is delivered at Willow Bank through the PSHEE programmes in Years 4-11 and Science lessons in KS2 – KS4. The pupils will learn about physical, moral, and emotional development. They will develop an understanding in the importance of marriage for family life, stable and loving relationships, respect, love, and care for one another.

The programmes also cover the teaching of sex, sexuality, and sexual health, and look at attitudes and values, personal and social skills, knowledge and understanding. These reflect and build upon the values outlined in the National Curriculum.

At Willow Bank we are concerned with helping young people to examine their own and other attitudes and to make informed decisions about their lives. We will help young people with the problems of growing up by giving them the facts, in a relaxed, secure environment in which they can confidently ask questions and be assured of answers.

3. Objectives

- To develop pupils' confidence and self esteem
- To develop pupils' knowledge about healthier and safer lifestyles in order that they are able to make informed decisions
- To develop pupils' knowledge and understanding about the services that are available
- To provide opportunities for young people to develop effective, fulfilling relationships
- To provide opportunities for young people to develop an understanding of, and respect for, difference

- To enable young people to develop the skills necessary to protect themselves from exploitation
- To enable young people to develop the ability to understand the consequences of their decisions and actions

4. Delivery

The sex and relationship education programme are delivered through time tabled PSHE lessons by class teachers and teaching assistants. Some sessions may be delivered by the school nurse or by other trained professionals. The work in this area of the curriculum is delivered within the aims and objectives stated above and delivered through interactive methods e.g., group work, role-play, and discussions. The use of worksheets, except to reinforce learning or assess knowledge, is not encouraged.

The present make up of Willow Bank School's pupil population means that the work is often delivered in single sex groups, but every effort is made to encourage a balanced view of the world and to encourage pupils to consider issues from both a male and female perspective. Where sex education is taught by a member of the opposite sex, pupils are provided with a member of staff of their sex to speak to also should they wish to.

All young people are entitled to receive sex and relationship education and the biology of this is delivered within the science curriculum. Both teams will liaise in order to ensure coherence and complimentary practice. Young people will be consulted before the programme begins in order to ascertain their needs and they will be involved in evaluating the overall programme. The SLT lead for Teaching and Learning will liaise with teaching staff to ensure coherence and a developmental approach, which will contribute to and build on the work already undertaken.

5. Working with parents

The school is committed to working with parents as part of its work towards being a healthy school. Parents will be made aware when Sex and Relationships Education is taking place. Parents can under section 405 of the Education Act 1996 withdraw their child from sex and relationship education lessons:

“If any parent of any pupil requests that s/he may be wholly or partly excused from receiving sex education at the school, the pupils shall, except, in so far as the education is comprised in the National Curriculum, be so excused accordingly until the request is withdrawn.”

Parents wanting to exercise this right are invited to contact the school or their child's class teacher who will explore their concerns and discuss any impact that such action may have on the child, including the possible negative experiences or feelings that may result. Sex and relationship education materials can be made available to parents who wish to supplement the school programme.

Young people who are absent from school during sex and relationship education will receive such education as soon as possible after their return to school.

6. Child Protection

The school has a Child Protection Policy, which is available on request.

7. Confidentiality

It is the responsibility of the school to support young people, but no individual should guarantee a child absolute confidentiality.

Young people should be made aware that 'confidences' may be shared among the staff of the school if that is seen to be beneficial for the young person's well-being and/or the teacher's ability to deal with the issue.

Young people should be made aware that under the Children Act 1989, adults 'may do what is reasonable in all the circumstances of the case for the purpose of safeguarding or promoting the child's welfare'.

8. Answering difficult questions

Teachers should establish with the young people, a set of ground rules so that young people are aware of the parameters. For example:

- If a question is too personal, remind the young person about the ground rules.
- If the young person needs further support, refer them to the school nurse, school counsellor, helpline or an outside agency or service.
- If a question is felt to be too explicit, acknowledge it and meet with the young person later.
- If the answer to a question is not known – say so. The class and teacher can research the information together.
- Any concern about sexual abuse will be followed up under the child protection procedures

9. SMSC extremism and radicalisation

In SRE, staff are familiar with the indicators of vulnerability to extremism and radicalisation and the procedures for dealing with concerns. When delivering lessons in SRE through PSHEE we look out for indicators and report any concerns. We work to prevent pupils from developing extreme and radical views by embedding SMSC principles throughout the SRE curriculum.

During lessons in SRE, we strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.

Spiritual development focuses on an individual's own personal beliefs and values and their resulting behaviours. Through spiritual development, children are able to understand their own feelings and emotions, and this enables them to reflect and to learn. In SRE, in RE, we deliver spiritual development through ensuring that the pupil's opinions are heard and valued.

Moral development means exploring, understanding, and recognising shared values and considering the issues of right and wrong. In SRE, in enrichment, we deliver moral development through discussing issues and topics sharing pupils' thoughts and ideas, challenging them also to evoke reasoning and deeper thought processes.

10. Child Sexual Exploitation (CSE)

CSE involves exploitative situations, contexts, and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship.

The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation, or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. For issues or disclosures relating to CSE, refer to the Designated Safeguarding Lead (DSL).

11. Specific issues statements

All visitors are made aware of confidentiality. Policies can be read on the website, server or can be given by a member of the senior leadership team to the visitor.

Confidentiality: - As a rule a pupil's confidentiality will be maintained by the teacher or member of staff concerned. If this person believes that a child is at risk or in danger, she/he will refer to the Safeguarding / Child Protection policy and will confer with the Headteacher or Deputy before any decision is made. The pupil will be informed of any action taken.

12. Health and safety safeguarding

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All members of staff believe that our school should provide a caring, positive, safe, and stimulating environment that promotes the social, physical, and moral development of the individual child and strive to provide this within their classrooms. Please see the Safeguarding Policy for more details.

13. Additional needs

Considering the nature of our children and common difficulties with language and communication, we adopt differentiated approaches in all classrooms in order for pupils to access lessons as easily as possible. We have dedicated Additional Needs sessions on the timetable which are used to provide 1:1 intervention for pupils with literacy difficulties.

14. Monitoring and evaluation

The policy will be reviewed by the Assistant Headteacher and governors. The policy will be presented to appointed governors who oversee the S.R.E. It will then be seen by the governors. It is available to all staff in Willow Bank and for parents to see.

15. Connecting policies for safeguarding purposes

Willow Bank School believes it is very important that policies relating to Safeguarding issues, across the school, are read in conjunction between one another. The Policies in question have been listed below.

- Safeguarding Policy
- Child Protection Policy
- Safer Recruitment Policy
- Health & safety Policy
- Drug Policy
- First Aid Policy
- Anti-bullying Policy
- Behaviour Policy
- Positive Handling and Guidance Policy
- Attendance Policy
- E-safety Policy
- Lone Worker Policy