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GEORGE STEPHENSON HIGH SCHOOL

# SEX AND RELATIONSHIPS EDUCATION POLICY

## Legislation and Guidance

In school settings the law relating to SRE is contained in the 1996 Education Act and the 2000 Learning and Skills Act. Every Local Authority, Headteacher and Governing Body has a statutory responsibility to take account of this guidance, which requires that SRE be provided. Furthermore, a written SRE policy must be in place, available for Ofsted and parents to inspect, and should be available to anybody planning or delivering SRE. The DfEE SRE guidance document (DfEE 0116/2000) builds on these legal requirements and emphasises best practice by recommending that SRE is planned and delivered as part of Personal, Social and Health Education.

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

SRE aims to inform children and young people about relationships and emotions as well as to provide lifelong learning about physical, moral and emotional development, and an understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It enables students to develop personal and social skills and a positive attitude to sexual health and well-being.

The topics and themes of PSHE and Citizenship also include healthy eating and exercise, drugs education, safety, citizenship, sex, sexuality and sexual health. There are three elements:

### 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.

### 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.
* Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay.
* The avoidance of unplanned pregnancy.

**How is it Taught?**

SRE starts at home and is received from friends, television, films, magazines and school. It doesn’t just happen when we are young: all through our lives we continue to learn about sex and relationships.

SRE is delivered as part of Personal, Social and Health Education (PSHE), Citizenship and Healthy School development. Its context is set by the aims of the revised 2007 National Curriculum, which requires schools to provide opportunities for all students to help them embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities students recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities. As students learn to recognise, develop and communicate their qualities, skills and attitudes, they build knowledge, confidence and self-esteem and make the most of their abilities.

Through its Sex and Relationship Education programme the school aims to:

* Help and support all young people, boys as well as girls, through their physical, emotional and moral development.
* Help students develop the skills and understanding necessary to live confident, healthy and independent lives and to deal with difficult moral and social questions.
* Give students accurate information and help them to understand human sexuality.
* Help them to develop skills to enable them to understand difference, respect themselves and others.
* Contribute to the spiritual, moral, cultural, mental and physical development of students.
* Prepare students for personal and social responsibility and build self-esteem.
* Deal sensitively with issues which may be controversial.

The school will ensure that:

* SRE is taught by a specialist team of staff as part of a Personal, Social and Health Education Programme taught to students in Years 7, 8, 9, 10 and 11 and as part of the Science curriculum at KS3 and KS4.
* The programme will include a variety of activities, including discussion about feelings, relationships and sex, and will use the expertise of other professionals where appropriate.
* The programme will be appropriate to the maturity of the students and be sensitive to their needs.
* Teaching staff will deal sensitively with issues which may be controversial
* Teaching materials are used in accordance with the PSHE framework and the law.
* Young people are protected from teaching and materials which are inappropriate, having regard to the age and the religious and cultural background of the students concerned.
* Inappropriate language is not used, nor is explicit material not related directly to explanation.
* Students with special educational needs receive SRE appropriate to their individual needs.
* Parents will be informed of their right to withdraw their child from all or part of the Sex Education programme via the school prospectus.
* Dimension’s Days in which the whole year group is off timetable are also centred around SRE themes
* SRE is also delivered through assemblies which all students have once a week
* Extended assemblies are also used for external speakers such as on mental health and safety when travelling to school.

By the end of Key Stage 3, students will gain knowledge, understanding, attitudes and skills relating to:

* Body changes, hygiene and body parts
* Friends and family
* Emotional changes
* Alcohol and risk taking
* Condoms
* Contraception
* Sex, morality and the law
* Fertility and concieving a baby
* Positive relationships
* Sexuality
* Support services
* Respect, love and care
* Difference, diversity acceptance and valuing others
* E-safety – awareness of grooming and safe use of the Internet
* Mental health and well being
* Physical Health and Fitness
* Healthy Eating
* Dental Health
* Basic First Aid including CPR
* Gender Identity
* Different types of relationships
* Drugs (both illegal and legal) including legal highs and addiction
* Smoking and Vaping
* Citizenship

By the end of Key Stage 4, students will gain knowledge, understanding, attitudes and skills relating to:

* Family and society
* Marriage, relationships, separation and divorce
* Contraception
* Consent
* STI’S and HIV
* Sexuality
* Teenage pregnancy and miscarriage
* Different pregnancy options
* Support services
* Respect, love and care
* Domestic abuse
* Forced marriages
* Religious and cultural views
* Female Genital Mutilation
* Peer pressure
* Managing conflict
* Legal and moral rights
* Cancer screening and prevention
* First Aid including CPR
* Gender Identity
* Parenting
* Respectful relationships including friendships
* Pornography and false body image
* Gambling and addiction
* Citizenship

## Assessment and Evaluation

Varying forms of assessment are used such as peer, self, reflective, observational and teaching. Assessment is used to identify what learners already know and what areas need to be developed further. This is evidenced through question and answer sessions, the National Health and Wellbeing Survey, student voice and Class Floorbooks.

## Healthy School Programme

Every Local Authority in partnership with its Primary Care Trust (PCT) has developed a local Healthy School Programme, which supports schools with information and training on becoming a Healthy School. SRE is one of a number of themes identified by the National Healthy School Standard (NHSS). The NHSS provides criteria and standards to ensure quality and expects schools to develop SRE through a whole school approach, as part of PSHE and Citizenship and in partnership with parents, students and community nurses.

Issues that are addressed as part of this programme relate to relationships, focus on boys and young men as well as girls and young women, ethnicity, special educational needs and sexual identity and sexual orientation as well as specific issues regarding puberty, menstruation, contraception, abortion, safer sex, HIV/AIDS and sexually transmitted infections (STIs).

## Confidential Advice and Support for Students

Effective SRE should enable and encourage young people to talk to a trusted adult if they are having sex or contemplating doing so. It is desirable, although not always possible, that that person should be their parent or carer. The law allows health professionals to see and in some circumstances to treat young people confidentially, and part of this process includes counselling and discussion about talking to parents. In order to be able to take responsibility for their actions, young people need to be more generally aware of the law in relation to sexual activity and local confidential services.

All secondary schools are required to ensure that there is a trained person available to give confidential advice to students. Our school medical services are provided by staff of Newcastle and North Tyneside Health Care Trust, based at the John Willie Sams Centre in Dudley. The Public Health Nurse (Children and Young People) can be contacted on 0191 643 2866.

In addition to SRE lessons, we also provide information via the following means:

* Notices on notice boards
* Posters on classroom walls
* Leaflets
* Information in student welfare booklets
* Regular visits from health professionals to support teaching staff, for immunisation programmes and for student drop in sessions

The outside agencies we use to help us to assess need, talk with parents, develop and plan policy and provision, and provide training and ongoing support include:

* Local Healthy School Programme Coordinators
* Local Authority PSHE and Citizenship advisors
* Teenage Pregnancy Coordinators
* Local and national voluntary agencies
* Local health professionals including community nurses

## Child Protection

Children cannot learn effectively if they are concerned or frightened about being abused or being the victims of violence in the home. They have a right to expect schools to provide a safe and secure environment. Any fears or worries they bring into the classroom should not go unnoticed by staff. Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, can lead to disclosure of a child protection issue.

The Deputy Headteacher is the appointed member of staff responsible for child protection. If a teacher suspects that a child is at risk from harm or neglect, they need to inform the Deputy Headteacher and record any evidence that supports their concerns, in line with the school’s Child Protection Policy and Procedures. As part of the SRE programme, teaching staff need to make it clear to students that if they suspect that anyone is at risk from harm, they will need to tell another adult.

## Right of Withdrawal

Parents of secondary students in the maintained sector have the absolute right in England and Wales to withdraw their children from Sex Education that is not part of the national curriculum. Sex Education in Science is compulsory for all students, but Sex Education in SRE/Citizenship/PSHE classes is compulsory only for those students whose parents have not withdrawn them from it.

Parents/ carers should advise the school in writing if they wish their child to be withdrawn from this area of learning. Parents are welcome to come into school to talk through any concerns and look at the materials used in and aims of SRE. Provision is made for students whose parents wish their child to be removed from SRE lessons to work in another classroom while their class’ SRE is being delivered. However, two terms before the child’s 16th Birthday it is then the child’s legal right to join back in SRE lessons should they wish to.

## Monitoring and Evaluation

The PSHE programme is monitored and evaluated regularly as part of the school’s internal review systems. This policy will be monitored on a regular basis by the Curriculum Committee of the Governing Body.

## Related Policies

* Child Protection Policy and Procedures
* E-Safety and Acceptable IT Use Policy
* Anti-Bullying Policy
* Single Equality Scheme/Equality and Diversity Policy