

POLICY DOCUMENT

Stratford-upon-Avon School is a company limited by guarantee, registered in England and Wales under number 7690776, whose registered office is Stratford-upon-Avon School, Alcester Road, Stratford-upon-Avon, Warwickshire CV37 9DH

Policy Title	SEX AND RELATIONSHIP EDUCATION POLICY
Policy Reference	SUAS.P.1512.SRE02

DISCLOSABLE UNDER FREEDOM OF INFORMATION ACT 2000	Yes / No	Yes
TO BE PUBLISHED ON WEBSITE	Yes / No	Yes

POLICY OWNERSHIP	
Governor Committee:	Quality of Education
Department responsible:	Pastoral
Post-holder: <i>(Title and Name)</i>	Mrs K Berwick – Deputy Headteacher
LINKED PROCEDURES REF:	
Responsible Person - Procedures	Within the policy document

POLICY IMPLEMENTATION DATE:	March 2020
PLANNED REVIEW INTERVAL:	4 Years
PLANNED NEXT REVIEW DATE:	March 2024

Stratford-upon-Avon School welcomes comments and suggestions from the public and staff about the contents and implementation of this policy. Please write to the Compliance Manager at the school address or email your comment to policy@stratfordschool.co.uk.

i. POLICY OUTLINE

The policy outlines the aims, purpose and provision for relationships and sex education. It is in line with: 'Relationships, Sexual Health and supporting Young Parents' Warwickshire Policy and Guidance.

The policy will also support the achievement of the Governments 'Teenage Pregnancy Strategy and HIV and Sexual Health Strategy'. In addition, the Children Act 2004 places a duty on professionals with young people to ensure their entitlement to relationships and sex education.

ii. PURPOSE

The 1996 Education Act consolidates all relevant previous legislation and states that all schools must provide an up-to-date policy that describes the content and organisation of SRE provided outside the National Curriculum Science Order. The DfEE Sex and Relationship Education Guidance (2000) supports this legislation and recommends that all schools should have a relationships and sex education programme tailored to the age and physical and emotional maturity of the students.

iii. IMPLICATIONS OF POLICY

Effective relationships and sex education is key in supporting young people through their physical, emotional and moral development, enabling them to make informed life choices confidently and furthering their respect for themselves and others as they move through life.

Strong delivery of SRE/PSHE by schools is known to be one of the main factors for reducing teenage pregnancy and improving sexual health (DfES 2006). Key features included ; systematic delivery of SRE/PSHE in primary and secondary schools; a strong focus on achieving National Healthy School Status and the use of DfES SRE Guidance (issued in 2000) as a driver for training and support in schools, including planned programmes of training for Governors.

iv. EQUALITY ANALYSIS

Every policy will be subject of an Equality Analysis (EA) completed by the policy writer, which should be circulated to all those being consulted, with the draft policy.

v. CONSULTATION

Consultation will be with all staff holding significant financial responsibilities, prior to presentation for approval by the Governing Body (Quality of Education Committee).

vi. PROCEDURE

Procedure is the method by which the strategic intent of the policy is realised, and is thus an 'instruction manual' on how the policy outcome is to be achieved.

The procedure which supports this policy is within this document.

If there is significant change to the procedure element of the policy there may be a requirement to engage in the consultation process and refer to the Governing Body.

vii. RELATED POLICIES AND PROCEDURES

- Child Protection and Safeguarding
- Staff Code of Conduct
- Behaviour policy
- Curriculum policy

viii. DOCUMENT HISTORY

The policy will be subject to regular review once ratified by the Governing Body.

The history of the policy will be recorded using the chart following:

Date	Author /Reviewer	Amendment(s)	Approval/ adoption date
12.15	K.Berwick	Policy updated using model policy	December 2015
	K Berwick	Committee update	March 2020

“Effective Sex and Relationships Education (SRE) in schools can help build happier, healthier relationships now and in their adult lives – and can also contribute to reducing teenage pregnancy....” (National Children’s Bureau, 2006)

“SRE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings” (Sex Education Forum 1999).”

Principles and Values

Sexual and Relationship Education should:

- be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life;
- be an entitlement for all young people;
- provide all pupils with an understanding of how to keep themselves safe from relevant risks, such as abuse, sexual exploitation and extremism, including when using the internet and social media;
- encourage every student to contribute to make our community and aims to support each individual as they grow and learn;
- be set within this wider school context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches;
- encourage students to share and respect each other’s views. They are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other;
- generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment;
- recognise that parents/careers are the key people in teaching their children about sex; relationships and growing up. We aim to work in partnership with parents/careers and students, consulting them about the content of programmes;
- recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

It has three main elements:

Attitudes and values

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of family life, marriage, civil partnerships 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 and 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, emotion and relationships; learning about contraception and the range of local and National Health advice, contraception and support services.
- The avoidance of planned/unplanned pregnancy leading to a reduction in student pregnancies

Aims

The aim of Sexual and Relationship Education is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health.

The Sexual and Relationship Education programme aims to prepare students for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- Avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- Communicate effectively by developing appropriate terminology for sex and relationship issues.
- Develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity.
- Understand the arguments for delaying sexual activity
- Understand the reasons for having protected sex
- Have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- Be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary.
- Know how the law applies to sexual relationships.

Organisation and content of Sex and Relationship Education

SRE is delivered primarily through the Science and SPHERE curriculums (it should be remembered however that related issues may arise in many subject particularly English/Art/Drama and teachers are encouraged to deal with these appropriately not avoid difficult issues).

The SPHERE and Science programmes are taught to all students at KS3 and 4. The current programmes of study are available on the school website. Lessons will cover physical aspects of puberty and reproduction as well as the emotional aspects of healthy relationships. Occasionally external sources of support may be brought in to supplement the curriculum e.g. School Health Team/Barnardos/Theatre groups. All external support will be supervised by a member of staff to ensure it complies with our expectation and is age appropriate.

SRE includes:

- teaching about relationships, love and care, and the responsibilities of parenthood and sex
- an equal focus on boys and girls
- building self-esteem
- taking responsibility for your actions
- contraception guidance
- information on further sources of advice
- peer education
- arguments for delaying sexual activity
- the link between peer pressure and other activities
- legal information

The classroom expectations of:

- listen to others
- help others learn
- use only words and actions that support others
- engage in all tasks/questions and try our hardest to promote an atmosphere of mutual respect and it is within this supportive environment that high quality RSE takes place. Any member of staff who feels uncomfortable about delivering the programme will be supported by a specialist teacher.

Inclusion

Ethnic and Cultural Groups

The Policy is sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. The school will respond to parental requests and concerns.

Students with Special Needs

The school will ensure that all young people receive sex and relationship education and will offer provision appropriate to the particular needs of all students, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

The school aims to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

Right of Withdrawal of Students from Sex and Relationship Education

Some parents/carers prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons); the school will make alternative arrangements in such cases. If this is the case parents should contact the Subject Leader for SPHERE and discuss any concerns in the first instance. Should they decide to remove their child the request must be made in writing to the Headteacher. The School will make appropriate arrangements for the student during those lessons.

Confidentiality

During the course of lessons students will be asked questions relating to facts/their own views and opinions. They will not be asked personal questions. Staff will use distancing techniques to ensure they are not asked personal questions.

It is made very clear in the safeguarding policy and in the staff code of conduct that staff cannot promise confidentiality. Should staff have concerns about a student's safety or wellbeing, they should follow the system and record the event on a "Green Form". This includes indications that a student may be involved in underage sex or be pregnant.

The DSL will then follow CP procedures which usually involves informing the parent (unless there are safeguarding reasons why this should not be done).

Health professionals working in school are bound by their own code of conduct.

Social workers investigating child protection cases are also bound by their own code of conduct.

Monitoring and Evaluation of Sex and Relationship Education

- It is the responsibility of the Subject Leader for SPHERE to oversee and organise the monitoring and evaluation of PSHCE, in the context of the overall school plans for monitoring the quality of teaching and learning. The SPHERE programme will be treated as a subject department in this exercise.
- The Governing Body is responsible for monitoring and reviewing the revision of the policy.
- Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of Education Policy and on support and staff development, training and delivery.

Further sources of information

Whilst school staff are not in a position to give "advice" relating to RSE, they will provide students with further routes/sources of information, this may include:

- The Warwickshire "Respect Yourself" website
- Barnardo's "Something's not right" website

Both of these are available via links on the school website and are available for parents to use.