

THE WEALD SCHOOL SEX AND RELATIONSHIP EDUCATION (SRE) POLICY

The Weald School is a fully comprehensive maintained co-education county school with Technology College and Sports College status.

1. HOW THIS POLICY WAS DEVELOPED

This latest policy was created in conjunction with the School Council, pupils, staff, parents and the West Sussex Personal Development and Wellbeing Team

Others who give support in school:

- School Governors
- Senior Managers in charge of pastoral care
- Heads of House
- Directors of Learning KS3 and 4/5
- Form Tutors
- Personal Development teachers
- Subject Leaders of Sciences/Biology
- School Counsellor
- School Nurse
- Neighbourhood Schools Officer
- Youth Tutor/Youth Wing
- Subject leaders of Drama
- PE Staff
- Parent Teacher Association
- Visiting charities
- Teacher in charge of liaison with feeder schools
- Co-ordinator of School Prospectus

All of the above will receive a copy of this policy
Copies will be kept in School Office and School Resource Centre
A Summary will be included in the School Prospectus

This policy takes full account of the school's legal obligations and the latest DfEE guidance 'Sex and Relationship Education Guidance' (2000).

2. WHAT IS SRE?

The term *sex and relationships education - SRE* - is used in this policy rather than *sex education*. This is to stress that **our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self esteem and the skills to manage relationships.**

According to the latest DfEE guidance SRE is:

‘...lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health’

DfEE ‘Sex and Relationship Guidance’, 2000.

The guidance suggests that SRE should have three main elements as follows:

Knowledge and understanding

- * Learning and understanding physical development at appropriate stages.
- * Understanding human sexuality, sexual health, emotions and relationships.
- * Learning about contraception and a range of local and national sexual health advice, contraception and support services.
- * Learning the reasons for delaying sexual activity, the benefits to be gained from such delay
- * The avoidance of unplanned pregnancy.

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.

The schools approach to SRE consists of:

1. The taught SRE programme.
2. Pastoral support for students who experience difficulties.
3. Provision of appropriate information through leaflets and books in the library and display of posters.

3. WHY SRE?

3.1 Legal obligations

Maintained secondary schools in England and Wales have a legal responsibility to provide a 'sex education' programme. They also have a responsibility to keep an up to date written statement of the policy they choose to adopt and this must be available to parents. Parents have a right to withdraw their children from 'sex education' lessons which fall outside those aspects covered in the National Curriculum Science. (For further details see the School Prospectus).

3.2 The needs of young people and the role of schools

The overall aims of The Weald School and National curriculum are:

- To ensure that all students achieve their full potential in a disciplined, caring and stimulating environment.
- To foster the love of learning and promote aesthetic appreciation in the pursuit of excellence.
- To develop sensitivity and respect for one another and the environment.
- To provide a balanced curriculum in order to develop the skills and promote the flexibility essential for a changing world

The DfEE 'Sex and Relationship Guidance' (2000) recommends that 'Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives'. The school has a key role, in partnership with parents/carers, in providing SRE.

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about sex and relationships, are more likely to be more discerning in their relationships and sexual behaviours and to have fulfilling relationships.

'Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to enter into sexual activity. Indeed it can help them learn the reasons for, and the benefits to be gained from, delaying such activity'.

DfEE 'Sex and Relationship Guidance', 2000.

3.3 National and local support and guidance for schools to develop SRE

Rates of teenage pregnancy, abortion and sexually transmitted infection in the UK are among the highest of all European countries. The Government has developed a comprehensive strategy to change this situation and SRE for pupils in both primary and secondary schools is seen, alongside other initiatives, as a key element. Our schools approach to SRE is in line with the

Government's strategy and guidance given to schools in DfEE 'Sex and Relationship Guidance' 2000.

'We must give teenagers the confidence and the information so they don't feel compelled to have sex. No one should become pregnant or contract a sexually transmitted infection because of ignorance'. Tony Blair in 'Teenage Pregnancy', Social Exclusion Unit Report, June 1999.

At a local level support and guidance for schools to develop SRE includes:

- Development of a Teenage Pregnancy Strategy.
- SRE training for teachers funded through the LEA and local Health Authorities.
- Advice and support for schools from expert LEA and Health Authority personnel.
- Support from the West Sussex Healthy Schools Scheme (which is accredited to the National Healthy School Standard) to develop whole school approaches to SRE.
- Advice and support from the School Nurse and the Police Neighbourhood Schools Officer.

4. MORALS AND VALUES FRAMEWORK

Our approach to SRE will be conducted within a clear morals and values framework based on the following principles:

- The value of stable and loving relationships.
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion.
- The right not to be abused by other people or be taken advantage of.
- The right of people to follow their own sexuality, within legal parameters.
- Develop the skills necessary 'to make choices based on an understanding of difference and an absence of prejudice' and to 'develop an appreciation of the consequences of choices made.

We also believe that students have an entitlement to:

- Age and circumstance appropriate SRE.
- Access to help from trusted adults and helping services eg school nurse, school counsellor

SRE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to SRE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias and will be based on clear morals and values. We shall endeavour to have an approach that is

educational, rather than one based on propaganda. We will respond to the needs of our students through student voice, audits/evaluation, forums and use of local data and advice from service professionals.

5. EQUAL OPPORTUNITIES

Young people may have varying needs regarding SRE depending on their circumstances and background. The school strongly believes that all students should have access to SRE that is relevant to their particular needs. To achieve this the school's approach to SRE will take account of:

- ❑ **The needs of boys and girls;** We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.
- ❑ **Ethnic and cultural diversity;** Different ethnic and cultural groups may have different attitudes to SRE. The school will consult students and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.
- ❑ **Varying home backgrounds;** We recognise that our students may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.
- ❑ **Sexuality;** On average, about 5% of our students will go on to define themselves as gay, lesbian or bi-sexual (GLB). Students may also have GLB parents/carers, brothers or sisters, other family members and/or friends. All our students will meet and work with GLB people. Our approach to SRE will include sensitive, honest and balanced consideration of sexuality. Our pastoral support will take account of the needs of GLB students. We shall also actively tackle homophobic bullying.
- ❑ **Special educational needs;** We shall take account of the fact that some students may have learning, emotional or behavioural difficulties or physical disabilities that result in particular SRE needs. We will monitor the impact and hold special sessions to create a curriculum that is needs led.

6. A WHOLE SCHOOL APPROACH

A whole school approach to SRE will be adopted that actively involves the whole school community. All groups who make up the school community have rights and responsibilities regarding SRE. In particular:

- ❑ **The Senior Leadership Team (SLT)** will endeavour to support the provision and development of SRE in line with this policy by providing leadership and adequate resourcing.
- ❑ **The designated SRE co-ordinator (currently Matthew Fry)** will maintain an overview of SRE provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, developing the provision to meet student's needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.
- ❑ **Teaching staff** All teachers are involved in the school's SRE provision. Some will teach SRE through the Personal Development programme and some through science and other curriculum areas. All teachers play an important pastoral role by offering support to students. Any teacher can be approached by a student who experiences a difficulty regarding sex or relationships issues. Teachers will be consulted about the school's approach to SRE and policy and aided in their work by provision of resources, background information, support and advice from experienced members of staff and access to appropriate training.
- ❑ **Non-teaching staff** may be involved in a supportive role in some SRE lessons and also play an important, informal pastoral support role with students. They will have access to information about the SRE programme and supported in their pastoral role.
- ❑ **Governors** have responsibilities for school policies. They will be consulted about the SRE provision and policy and have regular reports at Governor's meetings.
- ❑ **Parents/carers** have a legal right to view this policy and to have information about the school's SRE provision. They also have a legal right to withdraw their children from dedicated sex education lessons if they wish (see section 7.7). The school will seek and take account of parent/carer views and endeavour to adopt a partnership approach with parents/carers. This will periodically include information/education workshops for parents/carers. The school's approach to SRE will encourage dialogue between parents/carers and their children.
- ❑ **The school nurse** plays a key role in SRE both in terms of input into lessons, CPD and provision of pastoral support for students. The

school will work in ongoing consultation and partnership with the school nurse and Neighbourhood Schools Officer.

- ❑ **Neighbourhood Schools Officers** are involved and will provide inputs from the Sussex Police Education Programme (INSPIRE) the aim of which is to prevent young people from becoming victims or offenders of crime.
- ❑ **Outside agencies and speakers** are involved in inputting to SRE lessons and as points of referral as support services for students. The school will only work with agencies and speakers who are appropriate to student needs. We shall work in partnership with them and jointly plan their work within the school. The school will also promote relevant helping agencies that students can access.
- ❑ **Students** have an entitlement to age and circumstance appropriate SRE and to pastoral support. They will be actively consulted about their SRE needs and their views will be central to developing and impacting the provision.

7. THE TAUGHT SRE PROGRAMME

The SRE programme will be delivered as part of the school's approach to Personal Development.

7.1 Aims of the programme

The overall aims of the SRE programme are:

1. To provide accurate information about, and understanding of, SRE issues.
2. To dispel myths.
3. To explore a range of attitudes towards SRE issues and to help students to reach their own informed views.
4. To develop respect and care for others.
5. To increase student's self esteem.
6. To develop skills relevant to effective management of relationships and sexual situations. Examples include communication with and empathy towards others, risk assessment, assertiveness, conflict management, decision making, seeking help and helping others.

7.2 Place in the curriculum

The main SRE programme will be delivered through Personal Development lessons by teaching staff with the support of the school nurse and experienced staff. There is a training programme for all new teachers and this is extended to student teachers and the more experienced. In addition certain biological aspects are delivered through Science lessons and other aspects of SRE arise in IBEC, English and Drama.

7.3 Content and learning objectives

The SRE programme is delivered in a developmental manner so that issues are explored in greater depth as students mature. The main outcomes of the SRE lessons are shown below.

Key Outcomes for Key Stage 3 and Key Stage 4

Do I know about the nature of friendship and how to make and keep friends?
Am I able to express my views clearly and confidently and listen to the views of others?
How do I recognise and manage conflict in a positive way? How can I resolve conflict fairly?
Am I able to alter my position in the light of discussion/argument?
Do I understand the importance of negotiation within relationships? How can I negotiate to reach a compromise?
How does bullying, prejudice and discrimination impact on all of those involved (including those who bully, are bullied, who witness bullying and others such as friends, family and the wider community) What appropriate strategies can I use to support them?
What is attraction? How do I manage the strong feelings it evokes?
What is meant by sexual health? How do I keep sexually healthy?
What is the law regarding sexual activity?
What external influences affect my sexual health choices?
What do I know about high-risk behaviours relating to sexual activity?
How do healthy relationships contribute to my well-being?
Who can I talk openly with about issues around sexuality or sexual health?
What is the law regarding sexual activity?
What external influences affect my sexual health choices?
What do I know about high-risk behaviours relating to sexual activity?
How do healthy relationships contribute to my well-being?
Who can I talk openly with about issues around sexuality or sexual health?
What is a 'relationship'? What are the different types of relationships?
What different roles do I play within the relationships that I have?
What values are important to me within my different relationships? eg love, honesty, trust and commitment
What is the role of the family in developing a secure and stable environment?
What is the role of a parent/carer in developing a secure and stable environment?
What expectations do I have of others? What expectations do others have of me
What is the impact of my attitudes to sex and sexuality on other people? Eg homophobia
Who can I talk openly with about issues around sexuality or sexual health?
What different forms of contraception work and where to get advice?
What are STIs? What impact might they have on health?
What are the risks of contracting STIs? Where can I access information, advice and guidance (IAG) regarding sexual health?
How do I feel about sexual health matters? What contraceptive methods are available?
How can I keep myself safe in pressured situations? (parties, alcohol, etc)
What factors can increase risk? How do I assess and manage risk?
What makes a relationship positive? What expectations do I have of relationships?
What is family life? What factors contribute positively or negatively to the quality of family life? (Expectations, roles and partnerships).
How do committed partnerships help to support family life? What do we mean commitment and what does it look like?
How do I feel about parenthood? What roles and responsibilities do parents have?
Why do people start families? What are the joys and challenges? What changes might this bring?
What are the financial implications of starting a family?
What do I think I am? What gives me my identity?
What do we mean by identity?
What do we mean by sexuality? What is gender stereotyping? How can it impact on self/others?
What laws govern sexual behaviour?

What is meant by sexual orientation? How do different attitudes towards sexual orientation impact on self and others?
How does my emotional state impact on my relationships?

SRE is taught within the 50 minute Personal Development lesson held every Week A Thursday, period one.
In some cases pupils with extra needs will be taught in the Curriculum Support area.

7.4 METHODOLOGY AND RESOURCES

A wide range of teaching methods are used, that enable student's to actively participate in their own learning. This includes use of quizzes, case studies, research, role play, video, small group discussion and use of appropriate guest speakers. Where it is regarded as particularly beneficial students are divided into single gender groups for a part of lessons or whole lessons. Occasional use of drama productions also forms part of the programme.

Teaching is conducted in a safe learning environment through the use of ground rules and distancing techniques so that students are not put on the spot or expected to discuss their own personal issues in class. Teaching resources are selected on the basis of their appropriateness to students.

7.5 ANSWERING STUDENTS QUESTIONS

The school believes that students should have opportunities to have their genuine questions answered in a sensible and matter-of-fact manner. However, occasionally a student may ask a particularly explicit, difficult or embarrassing question in class. Teachers will use their skill and discretion to decide about whether to answer questions in class and, if so, how. They will establish clear parameters of what is appropriate and inappropriate; they will follow the schools Behaviour Management Policy (2010) and discuss ground rules with students by taking an approach that encourages students to be mature and sensible.

If a teacher does not know the answer to a question they will acknowledge this and suggest that they and students research the answer to the question later. If a question is too explicit or inappropriate to answer in class at that moment, teachers will acknowledge it and attend to it later with the student who asked it. If a question is too personal teachers will remind students about the ground rules and if necessary point out appropriate sources of support.

If a teacher is concerned that a student is at risk of sexual abuse they will follow the school's child protection procedures on disclosures and safe guarding. See The Weald School Child Protection Policy.

7.6 MONITORING AND EVALUATION

The programme is regularly evaluated by the Personal Development Co-ordinator. The views of students and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis.

7.7 PARENTAL CONCERNS AND WITHDRAWAL OF STUDENTS

Parents have a legal right to withdraw their children from dedicated 'sex education' lessons. They do not have a right to withdraw their children from those aspects of SRE that are taught in National Curriculum Science or where SRE issues arise incidentally in other subject areas.

We will work in active partnership with parents/carers, value their views and keep them informed about our SRE provision. If a parent/carer has any concerns about the SRE provision we will take time to address their concerns and allay any fears they may have. If any parents/carers decide to withdraw their child we shall work with them and their child to explore possible alternative provision.

8. PASTORAL SUPPORT FOR STUDENTS WHO EXPERIENCE DIFFICULTIES

8.1 The nature of support available to students

The school takes its role in the promotion of student welfare seriously. Staff will endeavour to make themselves approachable and to provide caring and sensitive pastoral support for students in a number of ways. Staff may be approached for help on an individual basis and through the tutorial/ pastoral system such as the schools Heads of House and School Counsellor. They offer a listening ear and, where appropriate, information and advice. The school nurse offers a health and support service to students and staff. Where appropriate, students are referred to the school nurse and/or outside helping agencies. The school will keep up to date about the development of local services and national help lines for young people, promote their existence to students and endeavour to form working relationships with local agencies that are relevant to student needs.

8.2 Confidentiality and informing parents/carers

School staff cannot promise absolute confidentiality if approached by a student for help. Staff must make this clear to students. Child protection procedures must be followed when any disclosures about abuse are made.

It is very rare for a student to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement about whether or not a third party needs to be informed. This judgement will be based upon:

- ❑ The seriousness of the situation and the degree of harm that the student may be experiencing.
- ❑ The student's age, maturity and competence to make their own decisions.

Where it is clear that a student would benefit from the involvement of a third party, staff should seek the consent of the student to do so. If appropriate, staff might inform the third party together with the student. Unless clearly inappropriate, students will always be encouraged to talk to their parent/carer.

8.3 Dealing with bullying

Bullying commonly includes inappropriate and hurtful comments and behaviours concerning sexism, homophobia, appearance and other sex/relationship issues. The school takes the issue of bullying very seriously in line with Pupil Support Circular 10/99. This is reflected in the school's anti-bullying policy. Staff will challenge and deal sensitively with any evidence of bullying. Students will be encouraged to report any incidents. Staff will endeavour to investigate any incidents of bullying as soon as possible and give feedback to students who complain of bullying. The SRE and PD programmes will consider bullying and aim to discourage bullying based on sexism, homophobia, appearance and other sex/relationship issues.

9. DISSEMINATION OF THE POLICY

See the first page of this policy

10. POLICY REVIEW AND DEVELOPMENT PLAN

(This policy will be reviewed at least every two years or when Govt legislation or guidelines change.)

10.1 Priority areas for development of SRE.

- a) Develop systems to evaluate the provision of SRE more readily in consultation
- b) Greater pupil and parental involvement in the evaluation process
- c) To increase peer observations within year group teams to observe good practice of SRE

11. SOURCES OF FURTHER INFORMATION

This policy has drawn on:

- ❑ DfEE 'Sex and Relationship Education Guidance' (2000).
- ❑ West Sussex Healthy Schools Education Programme

These documents, further copies of this policy and other information about SRE can be obtained from (Matthew Fry), Personal Development Co-ordinator.