



Sex and Relationships Education

Policy Document

SECONDARY SEX AND RELATIONSHIP EDUCATION POLICY

Date policy ratified by Governors 16th December 2008

Governor responsible for SRE policy: N Bastock

School SRE Co-ordinator: L Long

1. Background Information

According to the 2000 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.'

The Learning and Skills Act 2000 places responsibility for determining SRE firmly with the head teacher and governors.

Governors of maintained secondary schools in England and Wales have a responsibility to provide a sex education programme. Governors have a legal responsibility to keep an up to date written statement of the policy they choose to adopt and this must be available to parents.

Research evaluations have found that good quality SRE can lead to positive health and behavioural outcomes particularly with regard to delaying the onset of intercourse and increasing the likelihood of contraception being used when young people have intercourse. SRE that begins at a young age and builds to meet the needs of pupils as they grow older can positively contribute to fulfilling relationships and positive experiences later in life

2. Purpose Of SRE

- To provide accurate information about and increase understanding of sexual development
- To develop a sense of mutual respect and care for others
- To increase pupils self-esteem
- To develop skills such as communication, risk assessment, managing relationships, decision making, assertiveness and seeking help
- To provide opportunities for pupils to consider the consequence of unplanned pregnancy

SRE will be taught in a **moral and values framework** which, focuses on the following aspects:

- * Self-respect.
- * Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality.
- * Taking account of other people's feelings.
- * Mutual support and co-operation.
- * Truthfulness and honesty.
- * Accepting responsibility for the consequence of our own actions.
- * The right of people to hold their own views.
- * Not imposing our own views on other people.

- * Not infringing the rights of other people.
- * 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.
- * A responsibility to develop relationships, including sexual relationships, based on mutual consent rather than coercion.
- * The right to accurate information about sex-related issues.
- * An entitlement to an appropriate and balanced SRE.
- * The right to access helping services.

3. Approaches To Teaching & Learning

SRE is delivered by form Tutors, representatives from Walsall Health and also via a cross curricular approach particularly in Science.

The following approaches are used to teach SRE:

- ❖ Single sex and mixed sex group discussion
- ❖ Role play
- ❖ Independent research
- ❖ Peer education
- ❖ Paired discussion
- ❖ Displays
- ❖ Teacher led discussion
- ❖ Visitor input

Clear ground rules are negotiated with the pupils to establish a safe and respectful environment for the discussion of issues relating to SRE.

Head teachers and governors are responsible for ensuring that suitable materials are used in the teaching of SRE

The following visitors are used to support SRE and their input is monitored by the SRE Co-ordinator

Visitors from Walsall Health Education deliver lessons in years 9 and 10 linked to sexual health and contraception.

'Visitors should complement but never substitute for or replace planned provision. It is the PSHE co-ordinator's and teacher's responsibility to plan the curriculum and lessons'.

DFEE 'Sex and Relationship Education guidance' 2000

4. Parental Right To Withdraw Children From Sre

All parents will be informed of the schools SRE programme via a letter sent near the start of each school year. They are invited to contact the co-ordinator if they have any concerns or queries. The responsibility for withdrawal will be with the parent / carer who will need to inform the school of their decision.

If parents request that their child is withdrawn, the form tutor or PSHCE coordinator will discuss the issues and try to reassure them. Parents do not have to give their reasons for withdrawing their children, but should be made aware of the implications of removing

children and especially how it will make their child feel and how it may affect relationships with other pupils.

5. Confidentiality

Teachers should not encourage pupils to disclose information 'in confidence' that they may have to pass on at a later stage. Wherever possible, teachers should make clear to pupils where the boundaries of confidentiality lie before pupils make personal disclosures.

There is no general legal duty for teachers to disclose personal information given by a pupil to anyone else – senior managers, colleagues, parents/carers, police etc. However, **teachers are contractually bound to disclose information about physical or sexual abuse of children and young people to their designated child protection member of staff and/or Social Services.**

The following will help to establish clear boundaries for confidentiality between pupils and teachers:

- * Reassuring pupils that their best interests will be maintained.
- * Encouraging pupils to talk to their parents or carers and giving them support to do so.
- * Ensuring that pupils know that, teachers cannot offer unconditional confidentiality.
- * Reassuring pupils that, if confidentiality has to be broken, they will be informed first and then supported as appropriate.
- * If there is any possibility of abuse, following the school's child protection procedure.
- * Making sure that pupils are informed of sources of confidential help, for example, the school Health Advisor, counsellor, GP or local young person's advice service.
- * Using ground rules in lessons.

6. Sexuality

SRE should include discussion of gay sexuality in a sensitive manner and as it does with heterosexuality, should include positive representations of gay people. Wherever possible discussion of gay sexuality should be integrated into SRE work rather than being dealt with in a one-off session. It is important to encourage tolerance and understanding and not demean or encourage prejudice against people whose sexuality is not shared by the majority.

Challenging sexism and homophobia forms part of the schools approach to equal opportunities. Incidents of either will be dealt with in line with procedures specified in the Anti-bullying policy

7. Answering Difficult Questions

If a pupil asks a particularly 'difficult' or inappropriate question in a lesson, a teacher should take care about how they answer it. If teachers are seriously concerned that such a question derives from abuse, they will need to follow this up through the child protection procedures

Questions should be answered in a non-sensationalised way. It may be best to answer in simple, general terms rather than going into great detail. In some situations it may be best to turn the question back on the pupil and to ask them what they know or have heard. If teachers genuinely cannot answer the question, they can say so and seek out the necessary information after the lesson.

If pupils ask a question about a teacher's personal sex life and their experiences, teachers should explain to pupils that this is not the place to talk about specific personal experiences.

8. 1 To 1 Support For Young People

Where individual support is needed the pastoral team will give individual support and work with families if appropriate, they will liaise with the appropriate agencies from Walsall Health and the Child Protection officer and social services where necessary.

9. Assessing Pupil Learning

Assessing pupil learning is vital to the continual development of SRE. A variety of means can be used to assess understanding, for example-;

- *Pupil questionnaires in terms of lessons (what have you learnt, what did you enjoy most, what skills have you practised, etc)*
- *Teacher and pupil self assessment of understanding, ability to express opinions and level of participation (end of a module of work)*
- *Sampling pupils' work*
- *Focus group discussions that reflect on learning and areas for development*
- *Pupil quizzes (to assess knowledge)*
- *Carousel – students stand in an inner circle facing an outer circle of students who then ask each other questions related to learning.*

Ratified by the full governing body on-; 16.12.08
Policy to be reviewed 2010