

SEX AND RELATIONSHIPS EDUCATION POLICY

1. Rationale

According to the Department for Education guidance:

Sex and Relationships Education (SRE) is lifelong learning about physical, moral and emotional development. 'The emphasis of SRE should be upon an understanding of the importance of 'stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. Pupils have an entitlement to an appropriate and balanced education about sex and relationships'. All maintained schools in England have a statutory requirement to teach a programme of sex education including work on HIV, AIDS and other sexually transmitted infections.

The Education Act 2002/Academies Act 2010: all schools must provide a balanced and broadly-based curriculum which:
-promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
-prepares pupils at the school for opportunities, responsibilities and experience of later life

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 discerning in their relationships and sexual behaviours, and to have fulfilling relationships. The objective of SRE is to help and support our pupils through their physical, emotional and moral development. This policy embedded within PSHE, will help young people to learn to respect themselves and others, and move with confidence from childhood into adulthood.

2. Aims and Objectives

- a) To provide accurate information about, and increase understanding of sexual development, attitudes and behaviour.
- b) To offer support and accurate information for pupils and to dispel myths.
- c) To enable pupils to make well informed, reasonable and responsible decisions with regard to their relationships.
- d) To increase pupils' self-esteem and self-confidence to enable them to form responsible and caring relationships.
- e) To raise awareness of external pressures posed by new technologies including social media.
- f) To develop a sense of mutual respect, care and consideration for others.
- g) To develop skills such as communication, risk assessment, managing relationships, decision making, assertiveness and seeking help.
- h) To create a positive atmosphere where questions and discussions on sexual matters can take place without embarrassment.
- i) To set sexual activity within the context of caring relationships, including the values of family life.
- j) To provide information regarding available support services.

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

- a) Taking account of other people's feelings.
- b) Mutual support and co-operation.
- c) Self-respect.
- d) Accepting responsibility for the consequence of our own actions.
- e) The right of people to hold their own views.
- f) Not imposing our own views on other people.
- g) Not infringing the rights of other people.
- h) The right not to be abused by other people or be taken advantage of.
- i) The right of people to follow their own sexuality within legal parameters.
- j) A responsibility to develop relationships, including sexual relationships based on mutual consent, rather than coercion.
- k) Respect and tolerance towards others who may have different backgrounds, cultures, feelings,

views and sexual orientation.

- l) Challenging homophobic bullying and sexism.
- m) The right to accurate information about sex-related issues.
- n) The right to access support services.

4. The delivery of Sex and Relationships Education

SRE is delivered primarily through Personal, Social, Health and Citizenship Education (PSHE) and Science lessons. However, aspects of relationships within a moral and ethical framework may be covered in other subjects. Outside agencies may also contribute to the planning and delivery of SRE, including the school nurse. Science will teach about conception and perhaps contraception, PSHE will explore what lifestyle choices young people may wish to make, and having made those choices what language, strategies and skills they need to stay healthy and safe. There may also be relevant learning in other subjects such as Religious Studies in relation to the law of the land and the views of religious and secular groups on matters such as abortion and same-sex relationships.

Links will be made with the ICT curriculum so that pupils recognise ways they could put themselves at risk through the use of technology. These can include risks to their emotional and physical wellbeing and safety and their personal reputation. The risks and the law related to sharing and downloading images, and information regarding safe ways of sharing information, social networking, online dating and sharing images will be discussed.

Confidentiality

At TWGGS we have a separate confidentiality policy which defines what teachers and other adults working in the school can and cannot keep confidential. Confidentiality is discussed with pupils so that everyone understands these boundaries. Any visitor to the school is bound by the TWGGS confidentiality policy, regardless of whether or not their organisation has a different policy. Clear ground rules are established with pupils to establish a safe and respectful environment for the discussion of issues relating to SRE. All members of staff are aware of confidentiality guidelines and inform the relevant Director of Achievement or Deputy Headteacher in cases of a pupil requiring confidential medical advice or counselling. Members of staff are contractually bound to disclose information about any form of abuse of children and young people to the Designated Safeguarding Lead (DSL).

5. Roles and responsibilities

The Governors and Senior Leadership Team (SLT) endeavour to support the provision and development of SRE in line with this policy by providing leadership, adequate resourcing and an ethos of trust and security within the school. They also have a responsibility to keep an up to date written statement of the policy and this must be available to parents.

Directors of Achievement (DoA) at each Key Stage have responsibility for the writing of schemes of work and delivery of PSHE for their Key Stage. This includes the delivery of the SRE element and the identification of training needs of tutors. As with other aspects of PSHE, they 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 pupils' needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation. The Deputy Headteacher has line management responsibility for the DoA and for the oversight of the delivery of PSHE.

The Curriculum Leaders for the three sciences have the responsibility for the delivery of the aspects of SRE contained within the National Curriculum orders for Science and ensuring that they are fully delivered within the schemes of work.

All teachers are involved in the school's SRE provision. Some tutors, with more training in this area, are part of the SRE Team, which helps in the delivery of SRE in KS3 PSHE. Some SRE is taught in PSHE, some through Science and some in other curriculum areas, such as English, Drama and Religious Studies. All teachers play an important pastoral role by offering support to pupils. Teachers, support staff, the school nurse and the school counsellor are available to answer questions regarding sex or relationships issues.

Teachers are consulted about the school's approach to SRE and are aided in their work by the provision of resources, background information, support and advice from the DoA and other trained members of staff, and access to

appropriate training. Support staff, for example the school nurse or counsellor may be involved in a supportive role in some SRE lessons and also play an important pastoral role with pupils.

As in other areas of PSHE, use is made of outside speakers. The school nurse is able to play a key role in providing support for the teaching of SRE.

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 disclosure, or possibility of abuse, following the school's child protection/safeguarding procedures
- Making sure that pupils are informed of sources of confidential help, for example, the school nurse, counselling services, GP or local young person's advice service

6. Parental right to withdraw pupils from Sex and Relationships Education

SRE within school is intended to be complementary to and supportive of the role of parents. Parents do not have the right to withdraw their daughter from the SRE element of the National Science Curriculum. Parents do have the right to withdraw their child from SRE provided within PSHE lessons.

Parents are invited to contact the Headteacher, in writing, if they have any concerns or queries. If parents request that their child is withdrawn, they will be invited into school to discuss the issues. Parents do not have to give their reasons for withdrawing their daughter, but should be made aware of the implications of removing them from lessons, how it will make their daughter feel and how it may affect relationships with other pupils.

7. Equality, Diversity and Inclusion

All staff and pupils are treated equally regardless of their sex, gender identity pregnancy, maternity, race, educational needs, religion, disability, sexual orientation, nationality, ethnic or national origin, or social background. The SRE policy is in line with the school's Equality Policies. SRE is sensitive to the different needs of individual pupils and may need to evolve as the pupil population changes. At all times we aim to ensure the present and future wellbeing of pupils and to meet their learning needs. It is also crucial that lessons help pupils to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

We teach in one of the most ethnically diverse countries in the world and in a class we may have pupils from a wide variety of cultures and with a wide variety of faiths. These cultures and faiths often hold strong views, about sexual behaviour. It is essential that we are sensitive to these views but must ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals. This will include clear impartial scientific information on matters such as abortion as well as covering the law in relation to, for example, forced marriage and female genital mutilation. It will also cover legislation related to equality and protected characteristic groups.

SRE lessons will cater for all pupils and will be respectful of how pupils choose to identify themselves, understanding that depending on their age and maturity, their sexual orientation and gender identity may be "emerging". SRE will be sensitive to the different needs of individual pupils and may adapt and evolve over time.

8. Links to other policies

Confidentiality; Child Protection/Safeguarding; PSHE; Single Equalities; and Online Safety Policies.

9. Monitoring and Review

SRE will be monitored through feedback from staff, pupils and parents and evaluated by the Deputy Headteacher, Directors of Achievement and pastoral support. The opinions of staff, pupils and parents will also inform future planning to ensure that the delivery of SRE continues to meet the needs of our pupils. Policies will be reviewed in line with any new guidance from the Department for Education and local health and education authorities.