

# **8b. Sex and Relationships Education (SRE) Policy**



**Parrs Wood High School**

# SRE POLICY

## Approval History

Approved By:	Date of Approval	Version Approved	Comments
LGB	July 2018	2	

## Revision History

Revision Date	Previous Revision Date	Rev	Summary of Changes	Changes Marked	Owner/Editor

## 1. Introduction – context

### **School context and background:**

Parrs Wood High School and 6<sup>th</sup> Form is proud to have a 'truly comprehensive intake' taking students from across the spectrum of pre-school and primary experiences, socio-economic backgrounds, cultures, religions, aspirations and family history of education/employment. Parrs Wood has approximately 40% Pupil Premium students. Parrs Wood has a slightly higher percentage of male students due to the close proximity of two girl schools. The school has a large percentage of students from ethnic minorities.

Parrs Wood is an academy and there is no statutory obligation to deliver SRE. However, Parrs Wood High School believes that SRE delivery is essential for the well being and personal development of the students.

Parrs Wood follows the guidance from the DfE released in 2000 and the 2014 supplementary guidance.

<https://www.gov.uk/government/publications/sex-and-relationship-education>

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/sex-and-relationship-education-sre-21st-century>

## 2. Ethos and Values

- Through SRE Parrs Wood High School is working towards the promotion of spiritual, moral, cultural, mental and physical development of the child,
- SRE aims to prepare children and young people for the responsibilities of later life.
- SRE curriculum will reflect the values of our school/PSHE programme and will be taught in the context of relationships.
- SRE will place children and young people at the heart of the teaching and will ensure that their health and wellbeing is maintained.
- SRE will encourage children and young people to explore faith, cultural perspectives and sexuality in a respectful way
- SRE will aim to empower, enable and encourage young people to make informed decisions about their own personal relationships
- SRE will be delivered by trained and confident educators
- SRE will be delivered as a whole school approach to ensure that every child has the same level of understanding and will equip children and young people with the skills necessary transition in to adulthood.
- Every pupil should receive their full entitlement to SRE\* regardless of their gender, race, ethnicity, faith or sexual orientation (\* see 'right to withdraw' in Legal Requirements and Guidance)

## 3. Definition

According to the Sex and Relationship Education Guidance 2000 and the 2014 supplementary guidance, SRE is “learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health”. It should equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health’

#### **4. Aim and Objectives**

- Provide information which is relevant and appropriate to the age and maturity of the pupils
- Include the on-going development of communication and social skills
- Encourage the exploration and clarification of values and the development of positive attitudes.
- To equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and wellbeing.

#### **5. Content / Curriculum**

The school’s SRE programme uses the imatter curriculum, real love rocks and NSPCC to inform our planning and delivery.

The content covers all of the statutory requirements for SRE required as part of the National Curriculum for Science to all children within school. Alongside this the school recognises that that sex education should be more than solely science if it is to meet children’s needs.

##### **a) Curriculum**

The minimum statutory requirement for SRE is that schools must deliver the National Curriculum for Science to all children within school:

- National Curriculum Science – Sex and Relationship Education (statutory)**
- National Curriculum PSHE – Sex and Relationship Education (non-statutory in academies)**

In addition, to the Science National Curriculum, PSHE provides an appropriate vehicle for SRE. A planned and co-ordinated approach to PSHE can provide an appropriate framework for SRE to take place providing pupils with a consistent message.

The national Sex and Relationship Education Guidance (DfEE, 0116/2000 and Supplementary Guidance 2014) advises schools on the themes that should be covered in SRE to support pupils through their physical, emotional and social development.

Detailed below is recommend content for non-statutory sex and relationships education as part of PSHE.

<http://www.sexeducationforum.org.uk/media/17706/sreadvice.pdf>

#### **6. Teaching**

In Parrs Wood High School the delivery and content of SRE is carefully planned by the KS3 and KS4 Personal Development Curriculum (PDC) coordinators. The content is delivered, where possible, by members of staff who have attended relevant training and supported by the PDC coordinators, Healthy Schools Specialist on SRE or by a School Nurse.

## **7. Monitoring, Assessing and Reviewing**

To ensure the curriculum content and teaching is effective the delivery is assessed and evaluated in the classroom. Pupil evaluation of SRE is carried out via pupil voice questionnaires. There is currently no assessment for students of the imatter curriculum.

SRE- it is monitored and updated on an annual basis by the KS3 and KS4 PDC Coordinators in the school to ensure that the content is relevant to needs of the pupils in Parrs Wood High School and line with government updates.

## **8. Implementation**

### **a) Dealing with difficult questions**

At Parrs Wood High school we:

- Use specific ground rules for this work which will clarify boundaries for children/young people
- Clarify that personal questions should not be asked
- Use the Ask it Basket as a technique to filter appropriate and inappropriate questions
- If a teacher doesn't know the answer this should be acknowledged.
- If a question is too explicit, is age inappropriate for the pupil or the whole class, then it should be acknowledged with a promise to attend to it later on an individual basis.
- If a question is raised that alerts a member of staff that a pupil is at risk of sexual abuse, then the school's safe guarding procedures should be followed.
- Clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g. school nurse, teacher, member of the safe guarding team.
- Staff are aware of the DFE guidelines 'Keeping children safe in Education' and are aware of the school safe guarding procedures to follow in the case of any disclosures signs of concern.

### **b) Dealing with difficult topics**

At Parrs Wood High School we use the imatter curriculum resources and cover the content as described in the lesson plans. We are aware that other topics may arise and will respond by using the 'dealing with questions' guidelines above. The key topics covered are detailed below:

- Puberty changes
- Masturbation /wet dreams
- Gender and sexual orientation
- Same sex families
- Female Cutting / Female genital mutilation FGM
- Pornography
- Sexting
- Child Sexual Exploitation CSE
- Teenage pregnancy
- Contraception
- Emergency contraception/ termination (Abortion)
- Lesbian, gay, bisexual and transgender sexuality
- Forced marriages

- Domestic violence/ rape and sexual abuse

**c) Working with Parents**

At Parris Wood High School we work very closely with the school community. The school publishes the curriculum on the website alongside the SRE policy which is freely available to parents and on request is available in translated formats. Every year the school informs parents when the curriculum is being delivered. Parents are informed that they have the right to withdraw their children from elements of sex and relationships education covered as part of PSHE. In the situation where children are withdrawn from SRE lessons, the school will find alternative provision for those children.

**d) Dealing with the Media**

In dealing with the media, in the first instance members of the school community should refer enquiries from the press to the Head teacher.

**9. Links with other policies**

**a) Anti-bullying**

This should be linked to the school's broader policy on anti-bullying. An effective SRE programme will include raising awareness about lesbian and gay sexuality, therefore an anti-bullying policy needs to include strategies to tackling homophobic bullying in school.

**b) Child Protection and Safeguarding**

If any disclosure occurs during a SRE lesson or concerns are raised, teachers will follow the school's procedure for Child Protection/Safeguarding.

**c) Confidentiality**

Children have rights under the Children's Act 1989 and can thus expect to be treated sensitively regarding seeking information and advice. However, staff should not give guarantees of confidentiality where the safety and welfare of a child is at risk.

**d) Equality**

**10. Breaches of the Policy**

All staff are under a contractual obligation to uphold the policy as with all other school policies.

**11. Policy, Leadership and Management**

Role of Teachers

- Delivers the agreed SRE lessons in the appropriate manner

Role of PSHE Co-ordinators

- It is the responsibility of the PSHE Coordinators to oversee and organise the monitoring and evaluation of SRE, in the context of overall school policies for monitoring the quality of teaching and learning. They will review the policy and update when applicable
- Ensure the staff are trained to deliver the material

#### Role of Governors and Leadership Team

- The leadership Team will ensure there is appropriate curriculum time allocated to the delivery of SRE
- The Governors and Leadership Team are responsible for overseeing, reviewing and organising the revision of the Sex and Relationship Education Policy. Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's sex and relationship education (SRE) policy, and on support and staff development, training and delivery.
- Governors, in consultation with the head teacher, have a statutory responsibility for SRE in the school.
- Governors will review the policy in-line with the policy review cycle
- The SRE policy and resources used have been agreed by the schools local governing body.
- The named governor with the responsibility for the SRE is \_\_\_\_\_