Sex and Relationship Education Policy

Updated: January 2018
Approved by Governing Body: February 2018
For Review: February 2020
Contents
1. Definition ............................................................................................................. 2
2. Aims ....................................................................................................................... 2
3. Statutory requirements .......................................................................................... 2
4. Delivery of SRE ....................................................................................................... 2
5. Roles and responsibilities ...................................................................................... 3
6. Parents’ right to withdraw ...................................................................................... 4
7. Training ................................................................................................................... 4
8. Monitoring arrangements ......................................................................................... 5
1. Definition

S.R.E. is an acronym for sex and relationships education. SRE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

SRE involves a combination of sharing information, and exploring issues and values.

SRE is not about the promotion of sexual activity.

2. Aims

At The John Roan School we recognise that sex and relationships education is a crucial part of preparing students for their lives now and in the future as adults and parents. Sex & Relationship Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. This is in line with the DfE Sex and Relationship Education Guidance (2000).

The aims of sex and relationship education (SRE) at The John Roan School are to:

- **Proud** To create a positive culture around issues of sexuality and relationships and to develop skills relevant to effective management of relationships and sexual situations.

- **Respectful** To help pupils develop feelings of respect, confidence and empathy.

- **Involved** To prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.

- **Determined** To assist students to avoid sexually abusive relationships, unplanned pregnancies and sexually transmitted infections.

- **Excellent** To dispel myths and provide accurate information about, and understanding of, SRE issues by providing a framework in which sensitive discussions can take place. To teach pupils the correct vocabulary to describe themselves and their bodies. Students will be encouraged to talk openly and their questions will be answered honestly in a way that respects diversity of culture, gender and family.

3. Statutory requirements

It is a legal requirement for schools to produce a sex education policy statement. At The John Roan School we teach SRE as set out in this policy.

Under section 3.6 of the National Curriculum, SRE is compulsory from year 7 onwards.

Secondary schools must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

Parents may ask for a copy of this SRE Policy, free of charge, from the school reception. This policy can also be downloaded from the school website. The procedures for parents wanting to exempt their child from the non-statutory elements of SRE are on page 4 of this document.

4. Delivery of SRE

SRE is taught within the personal, social, health and economic (PSHE) education curriculum. To ensure a whole school approach the school’s SRE programme will be delivered in a variety ways:

Through assemblies.
Designated time within the school PRIDE Days, with some of the curriculum delivered by specialists within school and other parts by outside providers.

Biological aspects of SRE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

Across all Key Stages, pupils will be supported to develop the following skills (taught within the context of family life):

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

5. Roles and responsibilities

The Governing Body

The governing body will approve the SRE policy, and hold the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for ensuring that SRE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of SRE.

Staff

Staff are responsible for:

- Delivering SRE in a sensitive way
- Modelling positive attitudes to SRE
- Monitoring progress
- Responding to the needs of individual pupils and responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of SRE

Staff do not have the right to opt out of teaching SRE. Staff who have concerns about teaching SRE are encouraged to discuss this with the headteacher. Where teachers do not feel secure in their knowledge, skills and understanding as they relate specifically to SRE, training will be provided. Training will also be provided to inform teachers of updates in statutory requirements, guidance and LEA policy.

Confidentiality

Teachers may become party to sensitive information about students, some of this perhaps relating to illegal activity. All staff must be clear about the rules of confidentiality and reporting:
That teachers cannot offer students unconditional confidentiality
That teachers should make it clear to students that some information may need to be passed on in the student's best interests and that they will be informed when this is a necessity
That teachers need to reassure students that if confidentiality is to be broken they will be told beforehand of the reason and offered support as appropriate
That teachers are not obliged to pass on information about students to their parents/carers
That information about behaviour that is likely to cause harm to the student or to others must be dealt with in line with the school's Child Protection procedures and passed on to the appropriate agency
Guidance about who needs to know in particular instances – information about students should not be passed on indiscriminately – ie need to know, not right to know
In the case of illegal activity, action should be taken in the best interest of the student. This may not necessarily involve informing the police in every instance.
Furthermore:
If the teacher believes the student is at moral or physical risk or in breach of the law, it is their duty to ensure that he is aware of the risks and encourage them to seek support from their parent where appropriate.
External agencies working with students are made aware of, and abide by, the school’s confidentiality procedures. If the visitor is providing individual advice and support directly to students they may be following different guidelines on confidentiality and students need to be made aware of this. For instance, school nurses are bound by their own professional code of confidentiality in their work with young people.
Teachers should explain and reinforce the need for Ground Rules in lessons to protect students from making personal disclosures in whole-class settings.

Child Protection Procedures
From time to time a teacher may become aware of information that they feel is a child protection issue. Where this is the case, they should take such information directly to one of the school’s Designated Safeguarding Leads. If the member of staff is unsure as to whether the information is an issue of child protection the Designated Safeguarding Lead’s advice should be sought.
The Designated Safeguarding Leads at The John Roan School are Jemma Clark, Lois Ward, Tracey Sumner and Jesse Hopkins.

Pupils
Pupils are expected to engage fully in SRE and, when discussing issues related to SRE, treat others with respect and sensitivity.

6. Parents’ right to withdraw
Parents’ have the right to withdraw their children from the non-statutory/non-science components of SRE.
Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil’s educational record. The headteacher will discuss the request with parents and take appropriate action.
Alternative work will be given to pupils who are withdrawn from SRE.
7. Training
Staff are trained on the delivery of SRE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching SRE.

8. Monitoring arrangements
The delivery of SRE is monitored by Jemma Clark and Lois Ward through:
Planning scrutiny, learning walks, assembly visits etc.
Pupils’ development in SRE is monitored by class teachers and GALs as part of our internal assessment systems.
This policy will be reviewed by Lois Ward Assistant Headteacher annually. At every review, the policy will be approved by the governing body and the Headteacher.

Sources of Further Information
This policy has drawn on:
DfE ‘Sex and Relationship Education Guidance’ (2000).
Diverse Communities: Identity and Teenage Pregnancy, a resource for practitioners (Department of Health – September 2002)
Sex Education Forums young peoples survey of SRE. (2008)
Sex Education Forum PSHE Review response – 2011
NAS Sex Education and Relationships Policy 2015