

# Sex & Relationships Education Policy

Amended: June 2017

Approved by Governors: October 2017

Review date: March 2018

Reviewing Panel: Standards, Staffing and Curriculum

## **The Context: Background Information on Our School & Community including the religious, ethnic and cultural mix of our pupils.**

The majority of pupils at Woodlands come from White British backgrounds and speak English as their first language. The proportion of pupils at the school with Special Educational Needs and/or disabilities is in line with the national average. Specialist provision for pupils with speech and language difficulties is made within the school. All of the 5 main world religions are represented by our pupils.

## **The process of developing the policy**

Our policy has been developed in response to the Sex and Relationships Education Guidance and subsequent consultation documents, the National Teenage Pregnancy Strategy and the National Healthy Schools Programme. Considerable research has been done in order to develop our SRE policy. It has been written by the Head of PSHRE who has consulted with CSN Consultancy, other local schools as well as the Ethnic Minority & Travellers Achievement Consultant within the County. We also consult with other teaching/ non teaching staff within the school to ensure that everyone can have a say in what they deem appropriate for our pupils' needs. We consider the policy to be a working policy as we endeavour to change it in order to reflect changes in Government initiatives and the needs of our pupils.

## **Aims & Objectives of Our SRE Policy & Programme**

**Our SRE work aims to ensure that our pupils are given information that will enable them to make informed, safe and responsible choices in life.**

**It aims to provide all pupils with knowledge, skills and attitudes that will enable them...**

- ◆ To promote respect for other people and the diversity of views and lifestyles and to promote the ethos of equal opportunities and raise awareness of the dangers of stereotyping and prejudice.
- ◆ To provide pupils with the opportunity to develop the necessary skills for dealing with the human experiences and relationships of adult life.
- ◆ To promote the value of family life with an emphasis on stability, respect, caring and support.
- ◆ To explore the fact that people have the right to make up their own mind on any specific issue including the right not to be sexually active.
- ◆ To give pupils the opportunity to examine their own behaviour.
- ◆ To promote responsible attitudes which acknowledge the serious nature of contraception choices, sexual harassment, abortion and sexually transmitted infections.
- ◆ To promote an understanding of the responsibilities and commitments involved in long term relationships such as marriage and parenthood.
- ◆ To make pupils aware of the work of voluntary and statutory organisations and the help that they can give to families and individuals.
- ◆ To provide the necessary facts as laid down in National Curriculum in an objective way so as to help pupils cope with the physical and emotional challenges of growing up.
- ◆ To familiarise pupils with the law on sex related issues.

The Sex and Relationships Education Policy is central to the moral and values framework of Woodlands School.

## **Equal Opportunities**

- ◆ We expect everyone to show respect for other people. We expect people to treat everyone as having the right to human dignity.
- ◆ We will not accept the use of language that abuses, degrades or demeans another person's race, class, gender, sexual orientation, religion or belief, ability, appearance, age or disabilities. We all have the right to self-esteem.
- ◆ We will not tolerate the promotion of ideas or materials that degrade or exploit other people's race, gender, sexual orientation, religion or belief, ability, appearance, age or disabilities. We all have the right to self-respect.

## **The SRE Programme: What Our Pupils Will Learn**

### **What we believe SRE is about and what it should cover**

We believe SRE is...

- Lifelong learning about physical, moral and emotional development
- About the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care
- About the teaching of sex, sexuality and sexual health

It has three main elements...

- Attitudes and Values
- Personal and Social Skills
- Knowledge and Understanding

**NB See Essex SRE guidance for a detailed framework**

### **Content of our SRE programme**

The content of our SRE programme has been decided on in liaison with CSN Consultancy. We strive to ensure that our programme is age appropriate and shows progression through the key stages based on the needs of our pupils. We are always happy to meet with local faith groups and parents in order to ensure that our programme reflects the needs of all communities within our own school community. Please find in the appendix the detailed Scheme of Work (SOW) for each year group at Woodlands.

### **Primary – Secondary Continuity**

We believe that our SRE programme offers graduated and age appropriate learning. Pupils need to know about changes before they occur; especially as some will develop early. With this in mind our transition year SOW reflects on 'Body Changes' as we believe this approach best supports our pupil's development.

The Head of Department visits our local catchment's schools in order to ensure that we get this transition correct.

We also communicate with parents on a yearly basis as to what their child will be learning that year and encourage parent consultation and meetings where any concerns may be raised.

## **How We Organise SRE: Management and Delivery**

At Woodlands pupils receive Sex & Relationships Education within their PSHRE lessons. SOW will be written by the Head of Department and Co-ordinator in line with guidance from CSN Consultancy. At Key Stage 3 this curriculum is delivered via the Performing Arts department, from a specialist, mixed sex team ; we believe that having specialist teachers who don't change from year to year benefits our pupils and allows them to build trust. Again, at Key Stage 4 a specialist team delivers the lessons within PSHRE.

All staff at Woodlands are given the opportunity to consult over the Sex and Relationships SOW. At the end of each year pupils are also given this opportunity; we believe that by listening and responding to our pupils it strengthens their confidence in our programme.

At the start of each academic year all teaching staff of SRE receive a refresher INSET which allows us to reinforce the importance of setting ground rules, using distancing techniques, dealing with questions, discussion learning, and encouraging reflection. This opportunity also allows staff to share good practice.

At present we deliver SRE via mixed ability and mixed sex groups. The needs of pupils with Special Educational Needs are met via extra lessons within the Learning Development Unit. These lessons are delivered by SEN teachers who have the expertise as well as long-developed positive relationships with these pupils.

## **Who is responsible for co-ordinating overall planning & delivery?**

The Head of PSHRE is responsible for the overall planning & delivery of SRE. The Co-ordinator puts great effort into lesson planning and all specialist teachers deliver the SOW.

## **Staff responsibilities and who teaches SRE**

Head of Department – Lynsey Sturgeon

## **Staff Training & Support**

As previously mentioned, at the start of each academic year all teaching staff of SRE receive a refresher INSET which allows us to reinforce the importance of setting ground rules, using distancing techniques, dealing with questions, discussion learning, and encouraging reflection. This opportunity also allows staff to share good practice.

## **The use of outside agencies and visitors**

When possible the school utilises outside agencies such as the School Health Team and experts on behalf of Basildon Council.

## **How We Approach Teaching Of Specific & Sensitive Issues**

The setting of ground rules allows us to set boundaries for SRE; for example pupils are aware that it is against the rules to 'speak personally'. Pupils are also made aware of Child Protection issues and that if they do mention anything untoward that it is passed on to the Child Protection Officer at the school.

All members of the teaching staff are made aware that personal beliefs should not influence their teaching.

We have a policy whereby if a pupil is asking a question it is usually because of the need for the answer, therefore we are very open in answering questions. Anything deemed inappropriate for a whole class to hear then pupils are given the opportunity to ask afterward.

Any known pupils who have HIV, are known to be gay or transgendered' or who have had an abortion will be supported and treated in a sensitive manner.

## **Resources Used and Their Selection**

### **Our procedure for selecting and checking resources**

We use materials in accordance with the PSHE framework. During department meeting resources are highlighted and discussed. We also review the resources which we use. We believe that these discussions allow us to eliminate stereotyping, bias and prejudice. As a department we ensure that multiple copies of resources are available in order to keep continuity across different teaching groups.

### **How We Work With Parents/Carers**

We believe that Parents/ Carers are important in their child's SRE and that as a school we should work in partnership. As previously mentioned, we write to parents annually, detailing our curriculum for that year and offering parents the opportunity to consult with us. Our Policy is available for Parents/ Carers to read on their request. We also give parents the opportunity to withdraw their children from SRE. Parents do this in writing and alternative provision is made for the children during the SRE lessons. Parents are also provided with the opportunity to view and borrow resources in advance of teaching.

### **Complaints Procedure**

All complaints should be addressed to the Head of Department. Where relevant the complaints will then be dealt with by the Head Teacher and relevant Governors. Please see whole school Complaints Policy.

## **Beyond The Taught Curriculum: 'The Healthy School'**

### **Other aspects of our 'Healthy School' approach to SRE**

#### ***The Guidance Box***

- This might include how pupils are enabled to access health services, counselling provision etc.
- There should be a specific statement of school policy on contraceptive advice, information and referrals.
- Liaison & collaboration with other agencies: health professionals, youth service, community groups etc.

### **Confidentiality**

The Department is very explicit in terms of the issue of 'Confidentiality'. The Department follow the ground rules strictly and offers pupils reassurance and encouragement for them to talk to parents/ carers/ Child Protection. Teachers do not offer complete confidentiality. The health professionals who are on hand at the school are also bound by codes of conduct.

### **Child Protection**

Teachers & Staff are aware of 'confidentiality' , following strict Ground Rules. All Department procedures for Child Protection are in line with the DfEE guidance 1999 and school policy. There is a designated member of staff for Child Protection.

### **Sexual Behaviour**

The Department takes guidance from the DfEE 2000. If pupils are raising explicit issues or matters which, professionally, staff feel are age inappropriate and/ or raise concerns about abuse, then this matter is promptly dealt with, firstly by the staff member involved and then by Child Protection if necessary.

### **Dissemination of This Policy**

#### **How this policy will be made available**

This policy will be made available on the school's website. In addition parents can request a copy of the policy.

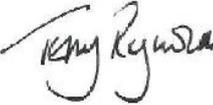
#### **Appendix:**

**Our Full Scheme Of Work For SRE (ask for details)**

Signed:   
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Head Teacher

Dated: October 2017

Signed:   
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Chair of Governors

Dated: October 2017

**Updated October 2017**