



Sex and Relationship Education Policy

Purpose: To outline the provision of Sex and Relationship Education (SRE).
To clarify the roles and responsibilities of staff providing SRE.
To inform parents and pupils of the entitlement to SRE at Taverham

Outcomes: Staff, pupils and parents understand the provision of SRE and the rationale behind our programme.

| | |
|--------------------|-----------------------|
| Govs | Learning and Progress |
| Staff | SBR |
| Ratified by FGB | Autumn 2020 |
| Review Due | Autumn 2022 |

Introduction

Background Information

This Sex and Relationships Education Policy has been developed in accordance with the current requirements of the law, taking into account the requirements stated in Sex and Relationship Education Guidance DfEE 0116/2000. SRE is set within a wider legislative context: The 2006 Education and Inspections Act laid a duty on Governing Bodies 'to promote the well-being of pupils at the school'. The duty came into effect in September 2007. This policy has also been written with reference to the PSHE Association guidelines as well as the New Supplementary Guidelines compiled by Brook, the Sex Education Forum and PSHE Association.

This advice should be read alongside the statutory guidance: Sex and Relationship Education Guidance (DfEE 0116/2000) <https://www.gov.uk/government/publications/sex-and-relationship-education>

From September 2020, all Secondary schools were required to have RSHE in place under the Children and Social Work Act 2017. Taverham High has been among the Early Adopter schools and has had SRE in place, together with a policy for its delivery, for many years.

The Policy Statement

What is (SRE)?

SRE (Sex and Relationship Education) is an educational entitlement for children and young people and must build upon the best evidence as to what works. It should support children and young people in managing puberty and adolescence and prepare them for an adult life in which they can:

- Be aware of and be comfortable with their sexuality
- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour
- Have the confidence and self esteem to value themselves and others
- Behave responsibly within sexual and personal relationships
- Communicate effectively
- Have sufficient information and skills to protect themselves and their partner from unintended/unwanted conceptions and STIs including HIV.
- Neither exploit others nor be exploited
- Access confidential advice and support.

SRE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (Sex Ed Forum 1999)

Taverham High School has a statutory obligation under the Children Act (2004) to promote pupils' wellbeing, and under the Education Act (2002) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. Our SRE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve. The Department of Health set out its ambition for all children and young people to receive high quality sex and relationships education in the Sexual Health Improvement Framework (2013), while the Department for Education's paper The

Importance of Teaching (2010) highlighted that 'Children need high quality sex and relationships education so they can make wise and informed choices'.

Taverham High School provides a setting in which students can be offered appropriate teaching and SRE. The purpose of SRE is to assist our young people to prepare for adult life by supporting them through their physical, emotional and cognitive development and helping them to understand themselves, respect others and form and sustain healthy relationships. SRE is supported by the school's Personal Development curriculum and is inclusive of all students to ensure that they:

- Receive their sex education in the wider context of relationships
- Are prepared for the opportunities, responsibilities and experiences of life
- Develop positive attitudes to sexuality.

We deliver Relationships Education, Relationships and Sex Education and Health Education. Whilst the staff may call it RSHE (Relationships, Sex and Health Education) or PSHE (Personal and Social, Health Education), the pupils are taught under the subject heading, Personal Development.

Why should SRE be taught?

Effective SRE can make a significant contribution to the development of the personal skills needed by students if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and wellbeing.

Legal Requirements

The law in relation to SRE states:

- The governing bodies of schools are required to keep an up to date SRE Policy that describes content and the organisation of SRE provided outside the science national curriculum
- Parents/Carers have the right to withdraw their children from SRE lessons but not from Relationships Education.
- The SRE programme must include (as a minimum) information about sexually transmitted infections (STIs) and HIV/AIDs.

Aims and Objectives

What are the aims and objectives of the policy?

This policy is a working document that provides guidance and information on all aspects of SRE and aims to provide a secure framework within which staff can work. It is available to:

- Staff
- Parents/Carers
- Governors
- Visitors to the school

The SRE Programme (Taught through the Personal Development curriculum)

In deciding on the topics taught, the HOD has referred to the data provided by Public Health England about issues in Norfolk as well as national issues affecting young people. We have consulted parents regarding our policy (July 2020) and we have consulted pupils regarding their current provision and their experience of PD

lessons at Taverham. We have also discussed with our Student Support Team (ACE) to consider current issues and needs within our school.

Taverham High School aims to provide young people in Years 7-11 with:

- Relationship skills that prepare them for the challenges of the teenage years
- Opportunities to explore their own values and develop their own moral framework.
- Opportunities to understand and accept difference and diversity
- An understanding of their own bodies
- The ability to know where to seek help and advice
- High self esteem, self awareness and emotional health
- An awareness of the right they have over their own body-Consent
- The skills to be assertive and resist peer pressure
- Good communication skills
- The skills to make positive informed choices (that reduce risk)
- The ability to respect the right of others to hold opinions that differ from their own as long as these views do not impact on the rights of others.
- The ability to take responsibility for and accept the consequences of their own actions
- The knowledge to reduce the risks to their own and the health of others
- The ability to understand the risks to health and well being associated with teenage conception.

Moral and Values Framework

Taverham High School teaches SRE within the following moral and values framework engendering:

- The importance of stable relationships and family life
- Self respect
- Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality.
- An awareness of the way others feel.
- Mutual support and cooperation.
- Honesty and openness
- The acceptance of the responsibility for and the consequences of personal actions.
- The right of people to hold their own views within the boundaries of respect for the rights of others.
- The right not to be abused by or taken advantage of by other people.
- The right to accurate information about sex and relationship issues.

Equal Opportunities Statement

Taverham High School is committed to equal opportunities and inclusion, with reference to Taverham High School's Inclusion and Equal Opportunities Policies.

Taverham high School's SRE programme responds to the needs of individual students and takes the cultures, faiths and family backgrounds of all students into consideration. Students with special educational needs are given extra SRE support when necessary.

Taverham High School is committed to the provision of SRE to all of its students. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated to all groups but there may be occasions when students with special educational needs are given extra support from SEN staff.

We will strive to ensure that all students are treated fairly and that there is no discrimination or bullying on the grounds of gender, race, religion, colour, language, culture, social circumstances, appearance, sexuality, ability or disability etc.

Taverham High School's SRE programme takes account of the full spectrum of diversity and is relevant to and includes all young people – heterosexual, gay, lesbian, bisexual, those questioning their sexuality, those that have not yet had sex and those that are sexually active.

Content

National and local guidelines (Statutory Guidance; Public Health England; PSHE Association; Sex Education Forum; Terrence Higgins Trust, have been referred to in putting together the programme.

As stated previously, our **intent** is to provide our young people with the skills to move forward in life with an understanding of how to build healthy relationships. The details of how this is **implemented** are outlined below and the **outcomes** are assessed with end of topic assessments to gauge the **impact** of the topics.

In Key Stage 3 and 4 students learn how good relationships can promote mental well-being, how to manage their feelings positively and how to manage changing relationships. They learn the law relating to sexual behaviour, how to develop skills of assertiveness in order to resist peer pressure and stereotyping and how to access sources for advice and support and when and where to get help, such as from a sexual health clinic. They learn how HIV and other STIs affect the body, how different forms of contraception work, the risk of early sexual activity and the link with use of alcohol. Discussions around moral issues such as abortion, contraception and the age of consent are all considered.

Students learn to recognise the influences and pressures around sexual behaviour and how to respond appropriately and confidently seeking professional health advice where necessary. The teaching and delivery involves the use of discussion, DVD's, posters and leaflets. Pupils are encouraged to ask questions and staff are prepared to answer all appropriate questions. Staff may also use current, topical programmes as well as news and magazine articles to generate discussion or challenge misconceptions. We use resources available from PSHE Association; Sex Education Forum; Terrence Higgins Trust and Jigsaw which address issues of healthy relationships and consent with Year 10 and 11 classes.

Some RSHE topics are taught in other areas of the curriculum such as RS, IT or Science. The HOD has held meeting to ensure that duplication does not happen unless it is thought beneficial.

All staff delivering SRE and PSHE are offered any relevant training from the advisory service. The Head of Department has kept up-to-date with the government's training materials as well as the CPD available through the school's National College on-line sessions.

Safeguarding children Statement

SRE may bring about disclosures of safeguarding children issues and all staff are conversant with the procedures for reporting their concerns.

In these cases the school's Safeguarding Children policy needs to be referred to.

How will Taverham High School deal with sexually explicit questions?

Taverham High School will:

- Answer only those questions that relate directly to the agreed programme/lesson
- Make it clear, through ground rules, that nobody should ask personal questions
- Be prepared to modify the programme if a certain question recurs (perhaps because of media coverage)
- Staff may choose to use a question box (a box in the classroom that students can 'post' written questions). Decide whether or not this question box is anonymous. This box may also be used as a 'buffer' for teachers, if they feel they would like time to consider their answer to a specific question
- Allow individual staff to use their professional judgement as to answering questions in front of the whole class or individually
- Encourage students to ask their parents/carers any question outside the planned programme.
- Tell students that their question will be answered in a later part of the SRE programme.

What kind of language will be considered acceptable and appropriate for use in SRE lessons?

All staff will

- Use the correct terms for all body parts as this is deemed good practice
- Openly teach students what 'slang' words mean and that some are offensive
- Avoid the use of any slang

What ground rules specific to SRE will Taverham High School use?

- Respect will be shown at all times
- No personal questions are acceptable in SRE lessons
- Taverham High School will not keep confidentiality of the young person if it is deemed to be at risk
- Students have the right not to participate in activities or discussions which make them feel uncomfortable
- Strategies will be developed to ease embarrassment if it occurs

Staff may find it necessary to encourage students to speak to the school nurse or to attend the Norwich Contraception and Sexual Health Clinic on Oak Street.

Single and mixed sex groups

- All students will learn the same things and be taught in mixed sex groups as timetabling permits. However, if necessary, opportunities will be made for students to discuss matters further in single sex groups or individually.

Accessing Sexual Health Services (to be conducted in line with the Medical Policy)

Active referrals

Taverham High School actively refers young people to sexual health services.

- See confidentiality policy which states:
If a risk of harm is identified, staff will take appropriate action, which can include:
 - Making an appointment (by phone) on behalf of the young person in exceptional circumstances.

- Escorting the young person to the service they need (the Headteacher needs to be informed that the person has left the school premises but not the reason for this).
- Actively referring the young person to the school nurse.

Monitoring and evaluation

Pupils prior knowledge and feedback will be assessed using the departmental self-evaluation sheet and/or by using the SRE Toolkit devised by the PSHE Association: 'Are you getting it right? A toolkit for consulting young people on SRE' 2008.