



CHAILEY SCHOOL

Sex and Relationship Education Policy

Date of Governing Body's Approval: 27th March 2019

Chair of Governors

A handwritten signature in blue ink, appearing to read "J. Smith", with a horizontal line underneath.

Headteacher

A handwritten signature in blue ink, appearing to read "Helen Key", with a horizontal line underneath.

Date Due for Review: September 2021

SEX AND RELATIONSHIP EDUCATION POLICY

SRE IS MANDATORY IN ALL SCHOOLS AND IS STRICTLY OPT-OUT FOR PARENTS/CARERS. ANY PARENT/CARER WHO DOES NOT WANT THEIR CHILD TO TAKE PART MUST INFORM THE HEAD TEACHER IN WRITING AND SCHEDULE A MEETING TO DISCUSS.

'What is Sex and Relationship Education?'

It is lifelong learning about physical, moral and emotional development.

Good quality sex and relationship education is essential if our students are to make responsible and well informed decisions about their lives. Our SRE work is intended to help students respect themselves and others and move confidently from childhood through adolescence into adulthood.

The Objectives of SRE provided at Chailey School are as follows:

- ◆ To equip students with the skills required to cope with the problems faced during adolescence and puberty.
- ◆ To develop in students a respect for their own and others' sexuality and to encourage students to adopt a moral code based on this respect and a sense of responsibility for their own actions.
- ◆ To assist students to explore their own feelings and to be able to make up their own minds on sexual matters, resisting external pressures.
- ◆ To equip students with a clear knowledge and understanding of the biological, social and legal facts relating to sex.
- ◆ To alleviate possible fears by demystifying the subject and dispelling myths.
- ◆ To enable students to discuss sexual matters openly and honestly without embarrassment.
- ◆ To introduce the concept of safe sex with regard to unwanted pregnancies and spread of sexually transmitted diseases.
- ◆ To develop an understanding of other people and identify, rejecting sexual stereotyping and prejudice.

Co-ordination of SRE

SRE is co-ordinated by the Faculty Team Leader and Deputy Faculty Team Leader (PE/PSHE). S/he is responsible for the overall planning, implementation and review of the programme. S/he monitors the planning and delivery of content, provides appropriate resources, offers guidance and support in the delivery and assessment of SRE.

The Deputy Faculty Team Leader (PE/PSHE) in line with other curriculum areas will endeavour to keep up-to-date with materials and guidance for SRE. S/he may lead, organise or inform staff and the wider school community of training and current issues.

S/he liaises with external support agencies (such as School Nurse) to encourage consistency and understanding in the school's SRE programme.

Planning

Curriculum planning for SRE is part of the whole school planning process for PSHE and Citizenship and is informed by the National Curriculum Science Orders.

The content of the SRE programme will be delivered in a variety of ways:

- ◆ **Designated SRE curriculum times**, which provided focused opportunities for raising specific issues in a safe and structured session.
- ◆ **Cross-curricular links**: when appropriate SRE, will also be delivered in Science, RE, Humanities and Literacy as well as Relationships Day in Year 10
- ◆ There may be other opportunities such as assemblies or 'health days' to cover the content or develop the skills involved in the SRE programme, but these **one off events** will always be part of the planned programme.

Differentiation and Entitlement for All

In our school we are committed to working towards equality of opportunity in all aspects of school life, Differentiation and Entitlement for All is underpinned by our schools, Equal Opportunities Policy.

'SRE should help all students understand their physical and emotional development and enable them to make positive decisions in their lives' DfE SRE Guidance, 2000.

Mandatory SRE should be implemented in to ALL mainstream and specialist schools by September 2020.

Special Educational Needs and Learning Difficulties

Our students have different abilities based on their emotional and physical development, life experiences, literacy levels and learning difficulties, but we will aim to ensure that all students are properly included in SRE.

Mixed and Single Gender Groups

Generally, SRE will be taught in mixed groups so that boys and girls are encouraged to work with each other. It is important that all students know about all the experiences of puberty.

Religion and Ethnicity

We will explore assumptions about different cultural beliefs and values and encourage activities, which challenge stereotypes. We will use a range of teaching materials and resources that reflect our cultural diversity and encourage a sense of inclusiveness.

We accept that some students and adults in our school may hold very different religious and cultural beliefs about SRE. We will encourage consultation and discussion with students, parents to ensure that we consider cultural, religious and linguistic needs in the development and review of our SRE policy and programme.

Whilst we will always try and work with parents to accommodate their wishes we will also accept that parents can exercise their right to withdraw their children from SRE. Under the Education Act 1993, parents have the right to withdraw their children from all or part of the SRE programmes except for that part which occurs in National Curriculum Science.

Teaching and Learning Strategies

Teachers and staff will use a range of strategies to deliver SRE but will focus on active and experiential learning techniques. This will enable student participation and involvement in their learning and develop students' confidence in talking, listening and thinking about sex and relationships.

These techniques include:

- ◆ Establishing ground rules with students – as in all aspects of PSHE a set of ground rules helps create a safe environment.
- ◆ Knowing how to deal with unexpected questions or comments from students.
- ◆ Encouraging reflection.

Dealing with Questions

Having a set of ground rules provides boundaries over what is appropriate and not appropriate and about how to respond to unexpected, embarrassing questions or comments from students in a whole-class situation.

Suggestions for responding to questions:

- ◆ If a question is of a personal nature, remind the student of the ground rule: 'no one has to answer personal questions.'

- ◆ If a teacher or member of staff does not know or is unsure of an answer, they will say so and explain that they will get back to the student later (and try to specify when).
- ◆ Where students are very confused, staff are encouraged to highlight the School Nurse as the next point of referral. The Faculty Team Leader (PE/PSHE) can always be consulted for support. It may be appropriate (having agreed with the student) to liaise with parents/carers.
- ◆ Recognise different views are held, for example, about contraception.
- ◆ Place within the context of the school's SRE curriculum past and in the future.
- ◆ If a question is very explicit; seems too old for a student; or inappropriate for a whole class session, acknowledge the question and arrange to respond later on an individual basis.
- ◆ If a student needs further support, s/he could be referred to the school nurse, school counsellor, helpline or outside agency.
- ◆ If you have concerns about sexual abuse, follow the school's child protection and safeguarding procedures. Referrals should be made to the Designated Safeguarding Lead (DSL) – LT (SENCO) in the first instance, or any other DSL if necessary.

Consultation with Students

A key aspect in employing effective teaching and learning strategies is the involvement of our students in their learning. We provide opportunities for them to evaluate the resources and also the teaching methods they preferred, were most comfortable with and best met their needs.

Recording and Assessment

In addition to the students' self-assessment, teachers will assess students through informal methods, such as observations and discussions with a particular focus: eg how well they listen to the views of others. There will be regular assessments that focus on the development of key concepts and processes. These will have self, peer and teacher feedback as appropriate.

Displays are mounted to show developments and achievements.

Monitoring and Evaluation of the SRE Curriculum

Teachers evaluate the lessons to aid future planning.

Monitoring takes place mainly through liaison between the PSHE Co-ordinator and class teachers. There may be opportunities to observe other teachers and team-teach.

Specific Issues

We recognise that specific issues for teachers, students, parents and the wider school community may be considered sensitive or challenging. What constitutes a sensitive/challenging issue is likely to vary according to the individual, group, place or context.

We respect the varied beliefs and values held by our school community. However, personal beliefs and attitudes must not influence the teaching of SRE. Teachers and all those contributing to SRE are expected to work within our agreed values framework as described in this policy and supported by current legislation and guidelines.

Teachers will be offered support and training to deliver the programme sensitively and effectively. This may involve support from the Faculty Team Leader or Deputy Faculty Team Leader (PE/PSHE), outside agencies and the school nurse. Staff delivering SRE will not be expected to deal with sensitive/challenging issues beyond those outlined in the curriculum content.

Students may ask questions or seek information about specific issues. They need not be answered directly, but may be addressed individually later, possibly after consultation with colleagues, (see the section on dealing with questions). The School Nurse must be consulted over particularly complex issues.

Staffing

SRE is able to be delivered by a specialist team. No member of staff will be forced to teach SRE if they are not confident in doing so. The Faculty Team Leader or Deputy Faculty Team Leader (PE/PSHE) will offer support and make arrangements to ensure the delivery of the SRE programme.

Training and Development Needs

We will provide appropriate training for all staff and governors whenever necessary.

- ◆ It is essential that all staff have opportunities to update knowledge and access resources.
- ◆ All staff need time to clarify their own attitudes and assumptions about SRE in order to reach a consensus about the value context in which SRE education is presented.
- ◆ Work in this area cannot be value free but students benefit from clear messages. All staff need opportunities to clarify what those should be.
- ◆ Training will include the appropriate ways to respond to issues and discussions raised by children in an informal setting.
- ◆ All staff will be informed of and offered training, when necessary, on issues related to confidentiality and child protection.

Visitors

We welcome the support of visitors offering specialist support and links with the community. The school nurse, other health professionals and Theatre in Education groups, may be involved at different stages of the programme.

Whenever visitors are involved, teachers will ensure that they have discussed and shared the planning, form and content of the input they intend to provide. Visitors will only provide input alongside teaching staff; the teacher will always be present and be responsible for classroom management.

Visitors delivering SRE in a classroom setting need to follow the guidelines on confidentiality (as set out below) and work within the school's value framework and SRE programme. On a one-to-one basis school nurses, doctors and local counselling services can offer confidentiality with their own professional guidelines. Where appropriate, students will be given the opportunity to ask questions and seek information confidentially.

Confidentiality

Our school is committed to acting in the best interest of all the individuals within the school community. Sex and relationship education should take place within a safe and supportive environment that facilitates relevant discussion. Confidentiality contributes to this and will be used as a ground rule for all SRE lessons. Staff understand – through our mentoring policy – that where student's safety is potentially endangered then confidentiality cannot be guaranteed and Child Protection procedures are adhered to.

Students in our school will be constantly reminded of the benefits of confidentiality. Students will also be told, in age and maturity appropriate language, that teachers can keep confidentiality except when the teacher is concerned about their safety or that of another child. When appropriate, students will be informed of sources of confidential help such as the school nurse (in a one-to-one setting)

Teachers and support staff are aware that teaching sex and relationship education can lead to student disclosures. All staff and visitors involved in the delivery of SRE are also clear that they cannot offer or give unconditional confidentiality to children in the school. Staff are also aware of school child protection procedures, local guidance and the DfEE 'Keeping Children Safe in Education March 2015'. Staff will reassure students that, if confidentiality has to be broken, they will be informed first and supported.

Safeguarding

SRE plays a very important part in fulfilling the statutory duties all schools have to meet. SRE helps children understand the difference between safe and abusive relationships and should equip them to get help if they need it.

Liaison with Parents and Carers

Our school would like to share responsibility with parents and carers in the delivery of sex and relationship education. We are confident that good communication and sharing our philosophy, aims and purpose of SRE will enable parents/carers to support our SRE programme.

When students join the school, parents/carers are informed about the teaching of SRE and given the opportunity to withdraw should they wish.

Parents and carers have the right to withdraw their children from all or part of the sex and relationship education provided at school except for those parts included in the statutory Science National Curriculum (as outlined in the section 'AIMS of SRE'). Parents and carers who wish to exercise this right should talk with the class teacher or the Faculty Team Leader/Deputy Faculty Team Leader (PE/PSHE) or the head teacher. The parent should then formally request the withdrawal of their child in writing. The issue of withdrawal will be handled, as sensitively as possible and alternative arrangements will be made for any child withdrawn from this aspect of the curriculum.

Monitoring and Review of Policy

The review and monitoring process will be the responsibility of the Faculty Team Leader and Deputy Faculty Team, Leader (PE/PSHE) and will include:

- ◆ Review of planning and guidance.
- ◆ Liaison with class teachers.
- ◆ Classroom observation in line with other curriculum areas.
- ◆ Carrying out a regular audit of provision in order to ensure we are meeting the needs of all our students and delivering an effective programme.
- ◆ Release time for the Faculty Team Leader to enable him/her to carry out the above.

Governors in liaison with class teachers have the opportunity to observe SRE sessions. The Deputy Faculty Team Leader (PE/PSHE) is available to discuss the SRE programme with them informally.