



Ranelagh School

Sex and Relationships Education Policy

Date reviewed by designated SLT Lead (HLS)	Summer 2 2018
Date approved by Governing Body/Achievement and Standards Committee	June 14 2018
Date of next review	Summer 2 2019
Published	Website Governors' VLE Staff Shared Area (O;Subject Areas;Policy Documents)

Aims of this policy

- To set the framework of aims and objectives from which the sex and relationships education programme will be planned, delivered, monitored and evaluated.
- The programme of sex and relationships education sits within the ethos and aims of the school and within the context of a broad and balanced programme. In particular, it is supported by the school's PSHEE framework, and the relevant National Curriculum Science, Religious Education and Citizenship topics. It therefore forms part of the preparation for the opportunities, responsibilities and experiences of adult life.

This policy is a specific sub-section of the school's policy on PSHEE.

Policy context

The 2002 Education Act consolidates all relevant previous legislation and states that all secondary schools are required to provide a sex and relationships education programme that includes (as a minimum) information about HIV/AIDS and other sexually transmitted infections. The sex education elements contained in the Science National Curriculum are also mandatory (human growth and reproduction). All schools must provide an up-to-date policy that describes the content and organisation of SRE provided outside the Science National Curriculum. The *Sex and Relationship Education Guidance (2010)* is the most recent guidance from the DfE. It suggests that effective sex and relationship education should be firmly rooted in the framework for PSHEE and that schools should set sex education within a broader base of self-esteem and responsibility for the consequences of one's own actions. SRE sits within the ethos of Ranelagh as a rights-respecting school.*

Other related policies and documents include

- Ethos of the school
- PSHEE and Citizenship Policy
- Anti-bullying Policy
- Drug Policy
- Child Protection and Safeguarding Policy
- SEND Information Report
- Equal Opportunities Policy.

Definition of sex and relationships education (SRE)

"It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health." It has three main elements: forming positive attitudes and values, developing personal and social skills and acquiring knowledge and understanding."
DfE 2010

Aims of SRE

- 1 To provide and build upon basic knowledge concerning sexual health and human development, appropriate to the level of maturity and developmental needs of the young people involved.
- 2 To provide opportunities for young people to express themselves within a trusted and safe environment in order that they can communicate effectively.
- 3 To provide opportunities for young people to develop the necessary life skills to enable them to make informed, responsible choices and reject and avoid harmful behaviour, within a broader base of self-esteem and responsibility for the consequences of one's actions.
- 4 To enable pupils to understand the impact of external factors, such as the media, social media, the internet and peer groups and to remain independent decision makers, learning how to recognise and avoid exploitation and abuse.
- 5 To enable pupils to consider values, attitudes and emotions associated with sexual health and development and to reflect on these in the context of their own lives.

- 6 To reinforce the value of respect and to teach tolerance with a sense of responsibility, in accordance with the school's Equal Opportunities policy and within the context of Ranelagh as a Rights Respecting School.
- 7 To ensure young people understand how the law applies to sexual behaviour.
- 8 To encourage a full understanding of the responsibilities of parenthood and to promote stable and loving relationships and the role and the value of family life.
- 9 To inform pupils of where they can go for further information and advice.
- 10 To provide progression in terms of knowledge, understanding, skills, values and attitudes, revisiting issues again and again to cater for the needs of the individual.

Attitudes and values framework

The SRE programme reflects the ethos and aims of the school. It is always taught with due regard to moral and legal considerations and with the explicit values of family life and loving, supportive relationships.

Among the values promoted are

- respect for oneself and other people
- positive self-esteem
- taking responsibility for one's actions in all situations
- love and care for others in relationships
- honesty, loyalty and responsibility in relationships
- sensitivity towards the needs and views of others
- recognition of the physical, emotional and moral implications, and risks, of certain types of behaviour
- recognition, acceptance and appreciation of diversity with an absence of prejudice
- critical thinking as part of decision making

Personal and social skill development

Among the skills developed are:

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make safe choices based on accurate information
- developing an appreciation of the consequences of choices made
- empowering students with the skills to be able to avoid inappropriate pressures (both as exploited or exploiter)

Content

Ranelagh provides a planned SRE curriculum through the following:

(i) The **Science National Curriculum Science Order** outlines the content of the **statutory** SRE at Key Stages 3 and 4. This covers anatomy, puberty, biological aspects of sexual reproduction and use of hormones to control and promote fertility.

(ii) **PSHEE** at Key Stages 3 and 4 includes specific SRE and other topics that reflect the relevant concepts, processes, range and content and curriculum opportunities.

The PSHEE curriculum is non-statutory with the exception of the provision of an SRE programme which includes (as a minimum) information about HIV/AIDS and other sexually transmitted infections.

(iii) **Citizenship** at Key Stages 3 and 4 contributes to SRE e.g. by providing opportunities to understand rules and laws and how they relate to rights and responsibilities, to develop critical thinking and to discuss and debate topical issues.

(iv) Other curriculum areas such as Religious Education also contribute to aspects of the SRE curriculum.

In addition to the promotion of attitudes and values and the development of personal and social skills outlined above, the key areas of **knowledge and understanding** are:

- learning and understanding physical development at appropriate stages
- understanding human sexuality, reproduction, sexual health, emotions and relationships

- learning about contraception and the range of local and national sexual health advice, contraception and support services
- learning the reasons for delaying sexual activity and the benefits to be gained from such delay
- the avoidance of unplanned pregnancy and the issues relating to teenage pregnancy
- the avoidance of sexually transmitted infections
- how the law applies to sexual relationships

Learning outcomes of SRE at Key Stage 3 and Key Stage 4 are listed in Appendix 1.

Further details of the programme can be found in the PSHEE and Citizenship Policy and specific detail about approach and content can be obtained from the Assistant Headteacher (Student Support & Guidance).

Organisation

a) Responsibility for coordination

The coordination of SRE is the responsibility of the Assistant Headteacher, (with responsibilities for Student Support and Guidance, PSHEE and Citizenship). The Curriculum Leaders for RE and Science and Heads of Year also have responsibility for parts of it.

b) Delivery

SRE is not delivered in isolation but is firmly embedded in all curriculum areas, including PSHEE, Citizenship, RE and Science. The Science National Curriculum is delivered by staff in the Science Department. The morals and values framework is central to the ethos of the school and permeates assemblies, the curriculum, extra-curricular activities etc.

Specifically, in Year 9 Preparation for Adult Life (PAL), there is a unit of 4 lessons with a particular focus on Relationships Education (during the Autumn term).

In Year 10 PAL, there is a unit of lessons on sexual health that all Year 10 take in rotation.

This, when all put together, provides a coherent spiral curriculum.

c) Staffing

The specified PAL lessons are normally delivered by a specialist teacher in mixed gender and ability groups (class size = one-seventh of the year group). Other staff who may deliver aspects of SRE are encouraged to access appropriate training and support.

d) Visitors

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of SRE e.g. the School Nurse.

e) Teaching strategies

A variety of teaching strategies are used including teacher exposition, debates, discussion, project learning, research, distancing techniques, role play, DVD, ICT, outside speakers, individual and group work activities which encourage reflection. Active learning methods are used at all times.

f) Resources

A wide variety of materials are available to teachers and for inspection by parents on request.

g) Monitoring and evaluation

This is conducted through some lesson observation. PSHEE is a regular agenda item at tutor and Head of Year meetings. The PSHEE Departmental Review incorporates student focus groups for feedback as well as tutor questionnaires. There are also a variety of informal activities built into the programme involving discussion with and written evaluations by the students.

Specific issues

The following issues may occur within SRE:

a) Use of visitors

Code of Practice for using visitors to support the delivery of PSHEE

- Visitors are invited in to school because of their particular expertise or contribution they are able to make; invitations to visitors to be agreed by the Headteacher or designated Assistant Headteacher
- All visitors are expected to work with the school's SRE policy and on the instructions of the Headteacher
- When a visitor is in his/her professional role, such as a school nurse in a consultation with an individual pupil, he/she will follow their own professional code of conduct.
- All input to PSHEE lessons is part of a planned programme and negotiated and agreed with staff in advance
- All visitors are supervised and supported by a member of staff at all times
- The input of visitors is monitored and evaluated by staff and students. This evaluation informs future planning.

b) Confidentiality

- Staff always ensure that pupils know that teachers cannot offer unconditional confidentiality.
- All pupils are offered sensitive and appropriate support as needed.
- Pupils are encouraged to talk to their parents and carers and supported to do so.
- Information about sources of help is made available e.g. school nurse, helplines.
- If there is any possibility that a child may be at risk or putting others at risk, the school's Safeguarding procedure is followed (see Staff Handbook). Staff will reassure pupils that their best interests will be maintained and any child concerned will be supported through the process.

c) Dealing with questions

- Ground rules established with the class set clear parameters of what is appropriate and inappropriate in a whole class setting.
- Both formal and informal SRE may arise from pupils' questions and these are answered according to the age and maturity of the pupil concerned within the ground rules established at the start of the lesson. Questions may be addressed individually later if more appropriate.
- Staff are given appropriate support, advice and training for dealing with questions.
- If a teacher is concerned, they will follow the Safeguarding procedures.

d) Controversial and sensitive issues

All SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions. However, SRE is always taught with due regard to moral and legal considerations and with the explicit values of family life and loving, supportive relationships. It is an important aspect of SRE lessons to dispel myths and inaccurate information, to clarify understanding and to counteract prejudice.

e) Withdrawal from SRE lessons

Parents have the right to withdraw their children from all or part of the SRE except those parts included in the statutory National Curriculum. Those parents/carers wishing to exercise this right are invited in to see the Headteacher who will explore any concerns and discuss the impact the withdrawal may have on the child. Once a child has been withdrawn, they cannot take part in the SRE programme until the request for withdrawal has been removed.

Inclusion

- **Students with special needs**

All young people will receive sex and relationship education. Provision is offered that is appropriate to the particular needs of individual students; specialist advice is sought where necessary.

- **Sexual identity and orientation**

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that SRE is relevant to them.

- **Ethnic and cultural groups**

We are sensitive to the needs of different ethnic groups and will respond to parental concerns and requests.

Dissemination

All staff and governors receive a copy of this policy.

The full policy is published on the school website.

Copies of the full policy and programmes of work are available on request to parents through the Headteacher and Chair of Governors.

Monitoring Arrangements

The delivery of SRE is monitored by the Assistant Headteacher, Student Support and Guidance through: learning walks, student questionnaire and lesson observation.

Students' development in SRE is monitored by class teachers as part of our internal assessment systems.

***A rights-respecting school** has the values and principles of the United Nations Convention on the Rights of the Child (UNCRC) within its ethos and curriculum.

References:

Sex and Relationships Guidance	July 2010	DfE
NHSS Sex and Relationship Education	2000	Department of Health
Sex and Relationships Education in Schools	2002	OfSTED
Learning and Skills Act	2000	DfE

Appendix 1

Learning outcomes of SRE

Those marked with * are part of the National Curriculum Science requirements.

By the end of KS3

Pupils will be able to:

- manage changing relationships
- recognise risk of personal safety in sexual behaviour and be able to make safe decisions
- ask for help and support
- reflect on how they see themselves and how this relates to their self-esteem
- develop skills of assertiveness in order to resist peer pressure and stereotyping
- see the complexity of moral, social and cultural issues and be able to form a view of their own
- develop good interpersonal skills to sustain existing relationships as they grow and change and to help them make new relationships
- be tolerant of the diversity of personal, social and sexual preference in relationships
- develop empathy with the core values of family life in all its variety of forms

- recognise the need for commitment, trust and love in meaningful relationships, including marriage
- recognise the stages of emotions in relation to loss and change caused by divorce and new family members and how to manage their feelings positively.

Pupils will know and understand:

- that fertilisation in humans is the fusion of a male and a female cell*
- the physical and emotional changes that take place during adolescence*
- about the human reproductive system, including the menstrual cycle and fertilisation*
- how the foetus develops in the uterus*
- how the growth and reproduction of bacteria and the replication of viruses can affect health*
- how the media influence understanding and attitudes towards sexual health
- how good relationships promote mental well-being
- the law relating to sexual behaviour of young people
- the sources of advice and support.

Pupils will have considered:

- the benefits of sexual behaviour within a committed relationship
- how they see themselves affects their self-confidence and behaviour
- the importance of respecting difference in relation to gender and sexuality
- how it feels to be different and be discriminated against
- issues such as the costs of early sexual activity
- the unacceptability of prejudice and homophobic bullying
- what rights and responsibilities mean in relationships.

By the end of KS4

Pupils will be able to:

- recognise the influences and pressures around sexual behaviour and respond appropriately
- confidently seek professional health advice
- manage emotions associated with changing relationships with parents and friends
- see both sides of an argument and express and justify an opinion
- have the determination to stand up for their beliefs and values
- make informed choices about the pattern of their lifestyle which promote well-being
- have the confidence to assert themselves and challenge offending behaviour
- develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships.

Pupils will know and understand:

- the way in which hormonal control occurs, including the effects of the sex hormones*, some medical uses of hormones including the control and promotion of fertility*
- the defence mechanisms of the body*
- how sex is determined in humans*
- how HIV and other sexually transmitted infections affect the body
- the risks of early sexual activity and the link with the use of alcohol
- how the different forms of contraception work and where to get advice
- the role of statutory and voluntary organisations
- the law in relation to sexual activity for young people and adults
- how their own identity is influenced by both personal values and those of their family and society
- how to respond appropriately within a range of social relationships
- how to access the statutory and voluntary agencies which support relationships in crisis
- the qualities of good parenting and its value to family life
- the benefits of marriage or a stable partnership in bringing up children

- the way different forms of relationship including marriage depend for their success on maturity and commitment
- the dangers and risks of pornography
- how to keep themselves safe online
- what constitutes a healthy relationship
- the importance of gaining clear consent in sexual relationships

Pupils will have considered:

- their developing sense of sexual identity and feel comfortable and confident with it
- how personal, family and social values influence behaviour
- the arguments around moral issues such as abortion, contraception and the age of consent
- the individual contributions made by partners in a sustained relationship and how these can be of joy and benefit to both
- the consequences of close relationships including having children and how these will create family ties which impact on their lives and those of others.