



Eastbrook School

Sex and Relationship Education (SRE) Policy

Rationale

All maintained secondary schools are required by law to provide Sex and Relationship education for all registered pupils. (Education Act 1996 and Learning and Skills Bill 2000). This policy has been developed in accordance with DCFS Guidance (Ref: DfEE 0116/2000).

What is Sex and Relationship Education?

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the role of marriage in family life, stable and loving relationships, respect, love and care. However, we recognise that there are strong and mutually supportive relationships outside marriage. Eastbrook School takes care to ensure that there is no stigmatisation of children based on their home circumstances.

It is also about building successful relationships with friendship groups and the wider community and gaining knowledge and awareness of sex, sexuality and sexual health.

It is not about the promotion of any form of sexual orientation or sexual activity but to inform children about sexual issues and to keep them informed and safe. Students are educated with regard to matters of morality and individual responsibility and they are encouraged to explore moral questions. Sex and Relationship Education is part of the Personal Development and Wellbeing curriculum in our school.

SRE consists of three main elements:

Attitudes and Values

- Learning the importance of values and individual conscience and moral consideration;
- Learning about family life, stable and loving relationships, and marriage;
- Learning about the nurture of children;
- Learning the value of respect, love and care;
- Exploring, considering and understanding moral and ethical dilemmas;
- Developing critical thinking as part of decision-making.

Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively;
- Developing self-respect and empathy for others;
- Learning to make choices with an absence of prejudice;
- Developing an appreciation of the consequences of choices made;
- Managing conflict;
- Learning how to recognise and avoid exploitation and abuse (both as exploited or exploiter).

Knowledge and Understanding

- 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 sexually transmitted diseases.

Aims

- We aim to prepare our students for an adult life in which they can understand the consequences of their actions and behave responsibly within sexual and platonic relationships. Students are taught on how to build positive relationships with others, involving trust and respect.

- Our students develop positive values and a moral framework which is needed to guide their judgements and decisions.
- Students gain knowledge and understanding of human sexuality and learn how to access health advice and support. With this understanding children also need to learn the importance of self-control.
- Moreover, pupils learn how to communicate effectively in order to avoid being pressured into unwanted or unprotected sex.
- Furthermore, we aim to teach students how to avoid being exploited and exploiting others. Students also gain insight into the legal framework and how law applies to sexual relationships.

Context

Effective Sex and Relationship Education does not encourage early sexual experimentation. Research demonstrates that effective SRE can help young people to learn the reasons for, and the benefits to be gained from, delaying such activity.

National research with families shows that children cannot always rely on their parents to talk to them about puberty or sex. Some young women and young men may rely on schools as their main, and sometimes only, source of sex education.

The contents of SRE are entirely taught in the context of the school's aims and values framework. Eastbrook School is a multicultural school and we have an awareness of the moral code, values and religious backgrounds of our students and our community. We acknowledge and respect these values and they are considered in our approach to teach Sex and Relationship education.

Organisation

We teach sex and relationship education through different aspects of the curriculum. While we carry out the main sex and relationship education teaching in our personal, social and health education (PSHE) curriculum, we also teach some sex and relationship education through other subject areas (for example, science and PE).

These curriculum areas mainly contribute to gain understanding about the human body, and how it is changing and developing. The PSHE Curriculum focuses more on the emotional aspect of developments and relationships, although the physical aspects of puberty and reproduction are also included.

The PSHE Curriculum is delivered by a specialist team with support from professionals where appropriate.

Method

It is essential that schools can help children and young people to develop confidence in talking, listening and thinking about sex and relationships. Some students may find certain issues or questions raised in Sex and Relationship Education sensitive.

In order to deal with these questions or issues certain ground rules will be established beforehand. These ground rules prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When students ask questions, the teacher will aim to answer them honestly. If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concern about sexual abuse, the teacher will acknowledge it and promise to attend to it later on an individual basis. Eastbrook School aims to make decisions after consultation with our students and with regard to Sex and Relationship Education Policy students views are listened to and incorporated.

Teachers will be given guidelines on how to deal with questions and advice how to teach certain aspects of the curriculum. Relevant training will take place to assure that teachers and tutors have a sound knowledge and understanding on every aspect of Sex and Relationship Education. If a member of staff feels uncomfortable with teaching certain aspects of the curriculum he or she will be supported or occasionally relieved of their responsibility. Support will be provided by the PSHE Co-ordinator and SLT.

We will encourage other valued members of the community to work with us and provide further advice and support our students. Also health professionals provide valuable support in our SRE program. Other people that we may call on include social workers and youth workers.

Inclusion

We acknowledge the needs of different ethnic groups. Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them and we aim to be sensitive to their needs. Teachers will honestly and sensitively deal with questions about sexual orientation and offer support. There will be no direct promotion of sexual orientation.

Students with Special Needs will be offered provision appropriate to their particular needs. The PSHE Co-ordinator and the SENCO will work on an individual program, taking specialist advice where necessary.

The Role of Parents/Carers

The primary role in young peoples' sex and relationship education lies with parents and carers. We wish to build a positive and mutual supporting relationship with parents, carers and the wider community. These relations are based on trust, understanding and co-operation. Parents will be informed and consulted about the school's sex and education policy and practice.

Parents and Carers questions are answered and issues and concerns raised are taken seriously. Parents and Carers are encouraged to be involved in reviewing the school policy and are invited to suggest modifications. With this mutual exchange children will benefit from being given consistent messages from school and home.

Parents who wish further advice will be informed about best practice known with regard to sex and relationship education.

Parents have the right to withdraw their child from part of the sex and relationship education **except for those parts included in the statutory Science Orders**. If a parent wishes their child to be withdrawn from SRE lessons or certain parts of the SRE lessons, they should discuss this with the Headteacher. The school always complies with the wishes if parents in this regard. In such cases school will offer information packs which are available from the DFE.

Confidentiality

Teachers conduct sex and relationship education lessons in a sensitive manner and in confidence. They cannot offer unconditional confidentiality. However, it is only in the most exceptional circumstances that school is in the position of having to handle information without parental knowledge. If a young person makes a reference to being involved, or likely to be involved in sexual activity, then the member of staff will take the matter seriously and take advice as to any issues of child protection. They will then take the relevant steps appropriate to need.

Health professionals working from the school may distribute condoms to students in KS4 and KS5 as from a Children's Centre.

Reviewed November 2018

A crucial role of the school is to signpost students to the available local services they may need.

If a student indicates that they may have been a victim of abuse a member of staff will talk to the child as matter of urgency. All such issues are referred to the Child Protection designated Officer; the procedures are outlined in the Child Protection Policy.

Monitoring and Review

The staff responsible for its co-ordination and delivery, and the governing body will review the Sex and Relationship Education policy and programme every two years and modifications will be made if necessary.

Dissemination of Policy

A copy of the policy will be issued to all new parents, staff and Governors. Additional copies will be made available in the school office and on the school website.

Reviewed October 2017

Current Programme of Study for PSHE

Year 7

- Negotiate and follow rules (Ground Rules) for their PSHE sessions
- Explain how they may have been the victim of prejudice
- Recognize how to continue and finish a friendship
- Explain what makes a relationship stronger or weaker
- Acknowledge that there is a range of views on the use of contraception
- Write about physical and emotional changes that take place at puberty
- Know how puberty can be assisted within school, at home and in the community
- Understand how a woman becomes pregnant
- Understand the purpose of contraception and its importance
- Know about and label the external sexual organs

Year 8

- Negotiate and follow rules (Ground Rules) for their PSHE sessions
- Recognise that a range of responses is available to events, and that decision-making takes place before a response is made
- Demonstrate knowledge of passive, assertive and aggressive behaviour
- Explain the appropriate use of condoms, the contraceptive pill and the emergency contraceptive pill
- Present the range of views on marriage
- Organise information in ways which help in decision making
- Examine the influence of the media on young people
- Use the internet for Health Education websites
- Understand the correct use of condoms, the contraceptive pill and the emergency contraceptive pill
- Know details about access to health advice, including contraception
- Know vocabulary connected with promise

Year 9

- Negotiate and follow rules (Ground Rules) for their PSHE sessions
- Examine their own eating and exercise habits
- Present themselves in a positive manner
- Seek information from Health Education websites
- Discuss the use of the contraceptive pill, the emergency contraceptive pill and the condom within a small group
- Know how to examine their own bodies for signs of possible problems
- Know about sources of information and guidance in medical matters and supplies, including confidentiality
- Know the importance of taking care of themselves physically and be aware of eating disorders
- Know about sexually transmitted infections, including HIV
- Know about risk taking behaviour in drug misuse and sexual activity
- Know about the value of committed partnership, marriage, and the value of family life
- Know about the importance of delayed sexual activity and becoming a parent
- Understand their position as a role model and accept responsibility for their own actions
- Know how to take responsibility for their own, and other people's safety

Year 10

- Relationships, tolerance and compromise
- Sexually transmitted infections
- Abortion
- Sexual Lifestyles
- Loving and caring for others

Year 11

- Assertiveness in relationships

Reviewed October 2017

- Marriage and commitment
- Separation and divorce
- Becoming independent-pros and cons
- Sexuality and aging, including the menopause