



DORMSTON SCHOOL

Sex and Relationship Education Policy (SRE)

Introduction

This policy has been written in consultation with governors, staff, parents and pupils at the Dormston School.

The school is required to have a written statement of policy available to parents/carers. The Head Teacher will ensure that any sex education is provided in a way that ensures pupils are taught about the nature of marriage and its importance for family life and for bringing up children, and that pupils are protected from teaching materials which are inappropriate, having regard to the age and cultural background of the pupils concerned.

This policy takes full account of the school's legal obligations and the latest DfE guidance 'Sex and Relationship Education Guidance' (2000).

Department for Education Ministers are currently considering the future scope of the National Curriculum and whether there should be any additional requirements on schools regarding what they must teach. This includes consideration of the position of sex and relationships education (SRE). Ministers have been clear that they want SRE delivery to have a much stronger focus on relationships. Ministers have also been clear that schools should offer high-quality sex and relationship education that is relevant and sensitive to the needs of all young people. The current National Curriculum gov.uk web page clearly sets out the legal duty of maintained schools to teach SRE at Key Stages 3 and 4, including teaching about reproduction, sexuality and sexual health.

We know as a school that that parents are concerned about the way in which the media and commercial sector can sexualise girls at an early age and about the worrying levels of violence in teenage relationships.

At the Dormston School sex and relationship education will be firmly rooted in the framework for PSHE and the National Curriculum. Effective SRE is essential if our pupils are

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to make responsible and well informed decisions about their lives. This policy lies at the heart of our expectations to raise standards and expectations for all pupils.

The objective of SRE is to help and support our pupils through their physical, emotional and moral development. Our programme will help our pupils learn to respect themselves and others and move with confidence from childhood through to adolescence into adulthood. We will develop the skills and understanding they need to live confident, healthy and independent lives and will play an important role alongside other aspects of the curriculum and school life, in helping pupils deal with difficult moral and social questions. As part of our SRE pupils will be taught about the nature and importance of marriage and stable relationships as key building blocks of community and society.

All our pupils will be given accurate information and helped to develop skills to enable them to understand difference and respect themselves and others and for the purpose also of preventing and removing prejudice. Our pupils will learn to understand human sexuality, learn the reasons for delaying sexual activity and the benefits to be gained from such delay, and learn about obtaining appropriate advice on sexual health.

SRE will contribute to promoting spiritual, moral, cultural, mental and physical development of pupils at school and of society preparing pupils for the opportunities, responsibilities and experiences of adult life.

This policy in conjunction with the governing body is designed to reflect the parents/carers wishes and the community they serve. Pupils will be protected against inappropriate teaching materials.

What is Sex and Relationship Education?

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity.

The term sex and relationships education (SRE) is used in this policy rather than sex education. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

Three Main Elements Are:

- 1) Attitudes and Values
 - learning the importance of values and individual conscience and moral considerations;
 - learning the value of family life, marriage, and stable loving relationships for the nurture of children;
 - learning the value of respect, love and care;
 - exploring, considering and understanding moral dilemma;

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- Developing critical thinking as part of decision making.
- 2) Personal and Social Skills
- learning to manage emotions and relationships confidently and sensitively;
 - developing self-respect and empathy for others;
 - learning to make choices based on an understanding of difference and 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.
- 3) 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 a delay;
 - the avoidance of unplanned pregnancy.

Aims of Policy

- clarify what we as a school are required to do by law;
- give guidance on the issues involved in our policy;
- show how we teach SRE within the PSHE framework;
- guide staff on some sensitive issues;
- emphasise the importance of working in partnership with parents/carers and the wider community;
- address some issues concerning confidentiality.

Requirements

All schools must have an up to date policy which is made available for inspection, the policy must:

- define sex and relationship education;
- describe how sex and relationship education is provided and who is responsible for it;
- explain how sex and relationship education is monitored and evaluated;
- include information about parents/carers rights to withdraw;
- the policy must be reviewed regularly.

Ofsted has a statutory requirement under section 10 of the school inspection Act 1996 to evaluate and reports on spiritual, moral, social and cultural development of pupils at any school they inspect.

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Legal Obligations

All schools in England and Wales have a legal responsibility to provide a 'sex education' programme. They also have a responsibility to keep an up to date written statement of the policy they choose to adopt and this must be available to parents. Parents have a right to withdraw their children from 'sex education' lessons which fall outside those aspects covered in the National Curriculum Science.

The Dormston School Approach to SRE

- we as a school will teach about relationships, love and care and the responsibilities of parenthood as well as sex;
- focus on boys as much as girls;
- build self-esteem;
- teach the taking on of responsibility and the consequences of one's actions in relation to sexual activity and parenthood;
- provide our pupils with information about different types of contraception, safe sex and how they can access local sources of further advice and treatment;
- use young people as peer educators e.g. teenage mothers and fathers;
- link SRE with issues of peer pressure and other risk taking behaviour, such as drugs, smoking and alcohol;
- ensure our pupils understand how the law applies to sexual relationships.

Morals and Values

Our approach to SRE will be conducted within a clear morals and values framework based on the following principles:

- the value of stable and loving relationships;
- respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views;
- the development of relationships, including sexual relationships, based on mutual consent, rather than coercion;
- the right not to be abused by other people or be taken advantage of;
- the right of people to follow their own sexuality, within legal parameters.

We also believe that pupils have an entitlement to:

- age and circumstance appropriate SRE;
- access to help from trusted adults and helping services.

SRE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The schools approach to SRE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias.

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Inclusion

We have a duty to ensure that children with special educational needs and learning difficulties are properly included in sex and relationships education. Sex and relationship education should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives’.

DfE SRE Guidance July 2000

Young people may have varying needs regarding SRE depending on their circumstances and background. The school believes that all pupils should have access to SRE that is relevant to their particular needs. To achieve this the school will take account of:

The needs of boys as well as girls: Girls tend to have greater access to SRE than boys, both through the media (particularly teenage magazines) and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.

Ethnic and cultural diversity: Different ethnic and cultural groups may have different attitudes to SRE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

Varying home backgrounds: We recognise that our pupils may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

Sexuality: On average, about 5% of our pupils will go on to define themselves as gay, lesbian or bi-sexual (GLB), some pupils may consider themselves transgender. Pupils may also have GLB or transgender parents/carers, brothers or sisters, other family members and/or friends. Our approach to SRE will include sensitive, honest and balanced consideration of sexuality. Our pastoral support will take account of the needs of GLB pupils. We shall also actively tackle homophobic bullying. (See Anti-bullying Policy).

Special Educational Needs or disabilities: We shall take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular SRE needs. Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

The teaching programme for Sex and Relationship Education: We intend that all pupils shall experience a programme of sex and relationships education at a level which is appropriate for their age and physical development.

Contraceptive advice to KS4 pupils: Pupils will be taught, in the context of sexual intimacy and safer sex, that intercourse should always involve using a condom. Questions about forms

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of contraception will be answered accurately and honestly within the pupil's ability to understand. If pupils need further personal advice about contraceptive use, counselling and support will be sought from appropriate agencies and personnel.

Whole School Approach

A whole school approach will be adapted to SRE that actively involves the whole school community. All groups who make up the school community have rights and responsibilities regarding SRE. In particular:

Pupils

Have an entitlement to age and circumstance appropriate SRE and to pastoral support. They will be actively consulted about their SRE needs and their views will be central to developing the provision.

Senior Management Team (SMT):

Will endeavour to support the provision and development of SRE in line with this policy by providing leadership and adequate resourcing.

The designated SRE co-ordinator: (Mrs R Downie)

Will maintain an overview of SRE provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, developing the provision to meet pupil's needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.

All Teaching staff:

Are involved in the school's SRE provision. All teachers play an important pastoral role by offering support to pupils. Any teacher can be approached by a pupil who experiences a difficulty regarding sex or relationships issues. Teachers will be consulted about the schools approach to SRE and aided in their work by provision of resources, background information, support and advice from experienced members of staff and access to appropriate training. All teaching staff can contact the SRE co-ordinator for any advice.

Non-teaching staff

May be involved in a supportive role in some SRE lessons and also play an important, informal pastoral support role with pupils. They will have access to information about the SRE programme and be supported in their pastoral role.

Governors

Have responsibilities for the school policies. They will be consulted about the SRE provision and policy.

Parents/carers

Have a legal right to view this policy and to have information about the school's SRE provision. They also have a legal right to withdraw their children from dedicated sex education lessons if they wish. The school will seek and take account of parent/carer views

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and endeavour to adopt a partnership approach with parents/carers. The school's approach to SRE will encourage dialogue between parents/carers and their children.

Outside agencies and speakers

May be involved in inputting to SRE lessons and as points of referral as support services for pupils. The Trust will only work with agencies and speakers who are appropriate to pupils needs. We shall work in partnership with them and jointly plan their work within the school.

Aims of SRE Programme

The overall aims of the schools sex and relationship education programme are:

- a) To provide accurate information about, and understanding of, SRE issues.
- b) To explore what pupils know, understand, think and feel and to identify their needs.
- c) To create an atmosphere where questions and discussion on sexual matters can take place without embarrassment.
- d) To counteract myths.
- e) To explore a range of attitudes towards SRE issues and to help pupils to reach their own informed views and choices for a healthier lifestyle.
- f) To develop respect for each other as individuals, and to encourage boys and girls to understand one another.
- g) To recognise the value of loving and caring relationships and the place of intimacy within them.
- h) To increase pupils self-esteem.
- i) To appreciate the value of family life, the implications of parenthood and the needs of the very young.
- j) To develop skills relevant to effective management of relationships and sexual situations. Examples include communication with and empathy towards others, risk assessment, assertiveness, conflict management, decision making, seeking help and helping others.
- k) To contribute to a reduction in local and national teenage pregnancy, sexually transmitted infections and abortion rates.
- l) To be aware of sources of help and to acquire the skills and confidence to use them.
- m) To be aware of the law on sexual behaviour.

Place in the Curriculum

The main SRE programme will be delivered by a dedicated team of teachers. In addition certain biological aspects are delivered through Science lessons and other aspects of SRE arise in other subjects.

Content and Learning Objectives

PSHE covers Puberty in Year 7. Students are taught as a whole class for 20 minutes each week. They look at changes to boys, changes to girls, NHS videos and BBC online resources. For the PSHE session (2 hours off timetable), they are divided into classes of boys and girls and separate resources are worked through.

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Year 9 spend a full term on SRE in PSHE. Their weekly 20 minute sessions are taught in forms and they look at attitudes towards sex, safe relationships, contraception, safe sex and pregnancy. The PSHE session involves classes being divided into boys and girls and taught separately. Students are issued with cases of demonstrative contraceptives and are able to examine the devices. Boys are then involved in a lesson on testicular health and issues surrounding boys' sexual emotions, including the influence of pornography. Girls are spoken to by a nurse about female health and breast awareness.

In year 10, students study 'Risky Behaviours' in PSHE and concentrate on sexually transmitted infections. This includes awareness of different STI's and their symptoms. It shows students how to avoid risks and where to seek help if needed.

All students receive information twice during the school year about CSE and healthy relationships. This will be taught by form tutors and prepared using the latest materials from government respected authorities such as CEOP. This will examine safety online regarding relationships and warning signs for 'real' relationships.

Answering Pupils Questions

The school believes that pupils should have opportunities to have their genuine questions answered in a sensible matter of fact manner. However, occasionally a pupil may ask a particular explicit, difficult or embarrassing question in class. Teachers will use their skill and discretion to decide about whether to answer questions in class and if so, how. They will establish clear parameters of what is appropriate and inappropriate in class by discussing ground rules with pupils and by taking an approach that encourages pupils to be mature and sensible.

If a teacher does not know the answer to a question they will acknowledge this and suggest that the pupil researches the answer to the question later. If a question is too inappropriate or explicit to answer in the class, teachers will acknowledge and attend to the pupil later. (The safeguarding Policy identifies areas such as inappropriate comments for certain age groups and this may be investigated).

Monitoring and Evaluation

The SRE co-ordinator will collect evidence for the monitoring and evaluation of the SRE programme by means of lesson observations, monitoring lesson plans and gathering feedback from teachers and pupils. Feedback may well be received back via group discussion (pupil voice). Any staff development needs will be identified and training supplied if required.

Parental Concerns and Withdrawal of Pupils

Parents/Carers have a legal right to withdraw their children from dedicated 'sex education lessons'. They do not have a right to withdraw their child from those aspects of SRE that are taught in national curriculum science or where SRE issues arise incidentally in other subject areas. This policy will inform parents/carers what aspects of SRE programme are taught and

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will provide opportunities for the parents to review the resources. All withdrawal from any lesson must be put in writing to the Head Teacher.

Confidentiality

We are aware that some parents/carers find it hard to cope with their child's sexual development, and are happy for the school to take the initiative. We will take every opportunity to inform and involve parents/carers.

The school staff cannot promise absolute confidentiality if approached by a student for help. Staff will make this clear to pupils. Child Protection procedures take precedence in this situation.

Bullying

The Dormston School takes a no bullying stance. Any bullying will be dealt with as in the school behavioural policy and anti-bullying policy.

First Aid

Procedure for supporting those infected with HIV or Hepatitis B or C, Staff should not expect to be informed of a pupils or colleagues status. A member of staff, who is aware of a blood-borne viral status will inform the Head Teacher and no one else, the Head Teacher will disclose this information to whoever he thinks requires this information. No pupil or staff member will be discriminated against as a result of such a disclosure. First Aid control of infection practice should always be followed, this will protect all school members from infection of blood-borne viruses.

Safeguarding

There may be occasions that a teacher learns about a pupil under 16 is having or contemplating having sexual intercourse. In this case the teacher should refer this to the lead child protection officer Mr s Dixon or Mrs J Elliot.

The schools child protection and safeguarding policy supply guidance on procedures to follow if staff have any concerns.

Other Associated Policies:

The Dormston School Behaviour Policy

The Dormston School Anti-Bullying Policy

The Dormston School Child Protection Policy

The Dormston School Safeguarding Policy

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