



Whitleigh Primary and Sir John Hunt Federated Governing Body Policy for:

Sir John Hunt Community Sports College

Policy title: Sex & Relationship Policy
Date adopted: March 2017
Next Review: March 2020

Sex and relationships education (SRE) can be defined as learning about sex, sexuality, emotions, relationships, sexual health and ourselves, which should be an integral part of a lifelong learning process. (London: Sex Education Forum, 2005).

SLT Link SMSC (Inc. SRE) – Mike Carpenter

College SMSC Co-ordinator – Adam Saberton

Designated SL – Oliver Marnar

College link Governor – Mr Peter Ash

The policy provides specific detail on the College's delivery of SRE and it should be read in conjunction with the College's SMSC document. SRE will help our students to develop the skills and understanding they need to live confident, healthy and independent lives. It will play an important role, alongside other aspects of the curriculum and school life, in helping our students deal with difficult moral and social questions.

1.0 Background legislation

Legislation and government policy relating to SRE

Policy and Guidance

- Working together to safeguard children 2015.
- Keeping Children Safe in Education 2016.
- Sex and Relationship Education Guidance 2000
- Sex and relationship education (SRE) for the 21st Century.
- Plymouth Safeguarding Children Board – Policies and Guidance:
<http://www.plymouth.gov.uk/localsafeguardingchildrenboard/>

Legislation

- Children Act 1989.
- Children Act 2004.
- Safeguarding vulnerable groups Act 2006.
- Protection of Freedoms Act 2012.
- Children and Families Act 2014.
- Education Act 2002.
- Adoption and Children Act 2002.
- Female Genital Mutilation Act 2003.
- Sexual Offences Act 2003.
- Children and Adoption Act 2006.
- Children and Young Persons Act 2008.
- Border, Citizenship and Immigration Act 2009.
- Apprenticeship, Skills Children and Learning Act 2009.
- Education Act 2011.

Policy guidance and legislation has also been read and planned with reference to the following government publications:

- What to do if you are worried a child is being abused – Advice for practitioners March 2015.
- Working together to Safeguard Children – A guide to inter-agency working to safeguard and promote the welfare of children March 2015.
- Keeping Children Safe in Education statutory guidance for schools and colleges – September 2016.
- Prevent Duty Guidance for England and Wales September 2015.

The *Education Act 1996* consolidated all previous legislation and key points related to SRE are:

- Have due regard to moral consideration and the value of family life.
- The SRE policy and programme of study is in accordance with the national curriculum statutory PSHEE programme of study for both KS3 and KS4 (National Curriculum Statutory Guidance 2014) and the law.

The *Learning and Skills Act 2000* requires that:

- young people learn about the nature of marriage and its importance for family life and bringing up children.
- young people are protected from teaching and materials which are inappropriate, having regard to the age and the religious and cultural background of the students concerned.
- school governing bodies have regard for the guidance.
- parents have the right to withdraw their child from all or part of SRE provided outside national curriculum science.

Following a review, the Government announced in October 2008 that comprehensive SRE will be made compulsory as a part of a statutory PSHE curriculum.

Due regard has been given to the secretary of state's guidance notes (2000) when compiling this policy and the programme at the college.

Students are taught within the guidance of the National Curriculum (science programme of study, and the guidance for PSHE and Citizenship)

2.0 Principles

- Sir John Hunt Community Sports College is committed to the outcomes of 'Help children to achieve more' and believes that we have a duty to support our students through the curriculum in being healthy, staying safe, to enjoy and achieve, to make a positive contribution and to achieve economic wellbeing. The College is committed to the principles of the National Healthy Schools Programme. The College has achieved The Healthy School Award and the Healthy School Plus programme. We are working towards the new standards for the Plymouth Healthy Child Quality Mark.
- Effective sex and relationship education is an essential contributor to ensuring that all children and young people are able to make informed choices and reach their full potential in life. The College works towards the principles of the five Every Child Matters outcomes for all its students. Sex and relationship education is crucial for the College to achieve and maintain the Healthy School Quality Mark. Best practice suggests that ground rules are negotiated and acknowledged, students are consulted about their learning needs and assessments are used to inform schemes of work as deemed appropriate to age and maturity. Sex and relationship education is best when it is participative, takes place in a safe and comfortable environment and enables children and young people to explore thoughts, attitudes and values.
- The College values the importance of its pastoral role in the welfare of its students, and through the general ethos of the College, we seek to encourage and develop young people's learning and ensure support appropriate to their needs is accessible.
- This policy has been developed collaboratively by members of the College community, including students, parents/carers, staff, school nurse and others where appropriate. It is made available to all staff, and parents on request.

3.0 Aims of Sex and Relationship Education

- To provide a safe, healthy environment in which students and staff can learn and develop.
- To ensure all members of the College community know and understand the rules of the College and the expectations about their behaviour.
- To encourage and enable students to appreciate the benefits of a healthy lifestyle.
- To enable students to make reasoned, informed decisions and choices.
- To minimise the risks associated with students' sexual behaviour.
- To address and take account of local community needs, including the differences and diversity within the College community.
- To support and engage parents/carers and students in their own personal learning and responsibilities.
- To enable young people and staff to access support structures (including the voluntary sector), e.g., The Zone, Connexions Service, counselling, School nurse, GP and GUM clinic.
- To monitor, evaluate and review learning outcomes for students.
- To work with PCC and outside agencies, including the voluntary sector, to secure and support a balanced delivery of a sex and relationship education programme, e.g.

School sex and relationship Education Advisers, Youth Service, other schools, the Healthy Schools Programme, Health Promotion and Health Care professionals.

- To teach about relationships, love and care and the responsibilities of parenthood as well as sex.
- To build self-esteem.
- To teach the taking on of responsibility and the consequences of one's actions in relation to sexual activity and parenthood.
- To provide young people with information about different types of contraception, safe sex and how they can access local sources of further advice and treatment.
- To give young people a clear understanding of the arguments for delaying sexual activity and resisting pressure.
- To link sex and relationship education with issues of peer pressure and other risk taking behaviour, such as drugs, smoking and alcohol.
- To ensure young people understand how the law applies to sexual relationships.
- To develop safe relationships including social media.
- To focus on boys and young men as well as girls and young women.
- To inform students regarding sexual identity and sexual orientation.

4.0 Objectives for Sex and Relationship Education

- To promote students' self-esteem and confidence, especially in their relationships with others.
- To give accurate information about reproduction, contraception, safer sex, sexually transmitted infections, sexuality, sexual relationships and information about their entitlement to confidential helping services.
- To give students opportunities to explore and clarify some of their attitudes towards friendships, sexuality and gender.
- To encourage exploration of values and moral issues, hearing the points of view of others and respecting their own and other people's decisions, rights and bodies.
- To encourage the development of communication and decision making skills
- To help young people to develop skills to negotiate, avoid and resist unwanted sexual pressure.
- To give students a chance to explore ideas about family, marriage, parenting and the ways in which people care for each other, and the benefits of stable relationships
- To offer the forum for realistic discussion about the effects of early sexual activity and diverse attitudes towards this.
- To explore the effects and impact of the media and peer pressure.
- To enable students to develop ways of delaying early sexual relationships.
- To be responsive to differing needs and backgrounds.
- To prepare young people for transitions and later life.
- To fulfil statutory requirements and meet local targets.

4.1 How and where do we deliver SRE:

- SMSC provides a Love, Diversity and Prejudice week, we also have a provision map of curriculum based activity, particularly in Philosophy and Ethics. The Biological elements are mapped in the Science curriculum. Any further needs are met through College collapsed days, particularly in year 9, these are organised by the Pastoral Leaders and in response to need. The Pastoral team also targets intervention towards vulnerable groups and signposts to external agencies as required. SRE is also taught as part of the optional child development course at KS4. We are now working directly

with “The Zone” Plymouth. They provide SRE to years 9 and 10 during the sports and health day. Themes change depending on the current issues, but will always cover STI, Contraception, condom demonstrations, consent, the law, and ideally on risky behaviours.

This includes:

<i>Key Stage</i>	<i>Range and Content</i>
3 (Years 7/8)	<p>Recognising that healthy lifestyles, and the wellbeing of self and others, depend on information and making responsible choices.</p> <p>Physical and emotional change and puberty</p> <p>Sexual activity, human reproduction, contraception, pregnancy, and sexually transmitted infections and HIV and how high-risk behaviours affect the health and wellbeing of individuals, families and communities</p> <p>The features of positive and stable relationships, how to deal with a breakdown in a relationship and the effects of loss and bereavement</p> <p>Different types of relationships, including those within families and between older and young people, boys and girls, and people of the same sex, including civil partnerships</p> <p>The nature and importance of marriage and of stable relationships for family life and bringing up children</p> <p>The similarities, differences and diversity among people of different race, culture, ability, disability, gender, age and sexual orientation and the impact of prejudice, bullying, discrimination and racism on individuals and communities.</p>
4 (Years 9,10,11)	<p>Recognising that healthy lifestyles, and the wellbeing of self and others, depend on information and making responsible choices.</p> <p>The effect of diverse and conflicting values on individuals, families and communities and ways of responding to them</p> <p>Specific material on the issue of teenage pregnancy.</p> <p>The benefits and risks) of health and lifestyle choices, including choices relating to sexual activity (including STIs) and substance use and misuse, and the short and long-term consequences for the health and mental and emotional wellbeing of individuals, families and communities</p> <p>Characteristics of positive relationships, and awareness of exploitation in relationships and of statutory and voluntary organisations that support relationships in crisis</p> <p>The roles and responsibilities of parents, carers, children and other family members</p> <p>The diversity of ethnic and cultural groups, the power of prejudice, bullying, discrimination and racism, and the need to take the initiative in challenging this and other offensive behaviours and in giving support to victims of abuse.</p>

<p>5 (Years 12, 13, 14)</p>	<p>Learn the importance of values, individual conscience and moral choice.</p> <p>Learn the value of respect, love and care.</p> <p>Challenge myths, misconceptions and false assumptions about normal behaviour.</p> <p>The benefits and risks of health and lifestyle choices, including choices relating to sexual activity and substance use and misuse, and the short and long-term consequences for the health and mental and emotional wellbeing of individuals, families and communities</p> <p>Learn to manage emotions and leadership confidently and sensitively.</p> <p>Develop self-respect and empathy for others.</p> <p>Learn to make choices with absence of prejudice.</p> <p>Empower students will skills to be able to avoid inappropriate presence or advances (both as exploited and exploiter).</p> <p>The avoidance of unplanned pregnancy.</p> <p>STIs including HIV and AIDs – the teaching about safer sex is one of the government’s strategies for reducing the incidence of STI’s including HIV/AIDs. It is vital to give students appropriate information and knowledge about STIs and HIV/AIDs. As well as information, students need to develop the skills to enable them to make sensible choices. This will line to peer pressure and other risk taking behaviour such as drugs and alcohol.</p>
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5.0 Attitudes, Values and Skills

5.1 Students are taught:

- To recognise value in their own learning through positive reflections and development of assertiveness and coping skills.
- Confidence building and effective communication skills.
- About themselves and their achievements, recognising mistakes, problem solving, making positive changes and setting personal goals.
- To recognise risky behaviour (including recognising links between SRE & drug & alcohol education) and risk taking within different situations and identifying appropriate responses.
- That pressure to behave inappropriately or to take risks can come from a variety of sources, including people they know, film and television, songs and the media.
- To recognise that peer pressure is not just a young people’s issue and that it occurs in society (go on have one for the road).
- How to seek/ask for help and use basic techniques for resisting peer or unwanted pressure in order to minimise harm to themselves or others.
- That their actions affect themselves and others, to respect and care about other people’s feelings, practising perspective taking skills.
- That communication and problem solving skills are central to bringing about a positive change in attitudes and actions.
- Identifying that how you feel, think and behave in situations may be linked to a substance, set and setting.
- Research local and national services.

6.0 Staff Development

This College has an ongoing programme for professional development. Support and Professional Learning (CPL) opportunities, for all College staff will be made available through training strategies provided by The Workforce Development Team (Kate.maidment@plymouth.gov.uk), Plymouth PSHEE Advisers and the Healthy Schools Team – 01752 307489, The coordinator for RSE can also provide support and advice to staff, the PSHE association and the College's SMSC coordinator.

7.0 Monitoring, Evaluating and Reviewing

There is a named co-ordinator and a linked Governor for sex and relationship education and policy development as identified on front sheet.

Co-ordination of delivery methodology, content and evaluation of SRE by SMSC co-ordinator and SLT link.

The relevant staff monitor and evaluate SRE by:

- Annual review of policy and provision
- Tutors evaluate SMSC and SRE resources and provide feedback to SMSC co-ordinator.
- SRE aspects of curriculum are reviewed by Curriculum Leaders annually.
- Pastoral Leaders evaluate content of collapsed days and external visitors.
- Tutor activity and assemblies are quality assured by Pastoral Leaders.
- Pastoral Leaders foster good working relationships with external agencies and pass on relevant information and evaluation to colleagues.
- Student Voice / Student Council feedback.
- Plymouth Schools Health Audit.
- Healthy School Quality mark external visits and monitoring.
- Evaluate Professional Learning relating to SRE on BlueSky.

Sex and relationship education is reviewed in line with current PCC and Government guidelines.

8.0 Specific Issues

Staff are aware that views around SRE related issues are varied and are often viewed as being controversial. However, while personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that students are able to form their own, informed opinions but also respect others that may have a different view.

9.0 Confidentiality

In accordance with the DCSF 'Sex and Relationship Education Guidance' the College will:

- ensure that all staff, students and parents/carers are aware of our policy on confidentiality, how it works in practice and understand individual rights to confidentiality.
- ensure that students are informed of the limits of confidentiality that may be offered by teachers.
- use ground rules in lessons including the limits of confidentiality.

- Ensure that group work and teaching methods are structured in such a way as to avoid personal disclosures.
- Advise students where they can access confidential support.
- ensure that students are informed of sources of confidential support, for example, the school nurse, counsellor, GP or local young person's advice service.
- encourage students to talk to their parents or carers and give them support to do so.
- Staff will always follow the College's child protection procedures if there is any possibility of abuse.

10.0 Differentiation and Additional Educational Needs

The needs of students with SEND will be taken into account by the teacher who may need to provide a variety of resources, different activities or specific support to some students. Where students' Individual Education Plans (IEP) identifies targets relating to their personal development, the teacher will ensure that opportunities are planned to support students in achieving these.

11.0 Dealing with questions

Both formal and informal SRE arising from students' questions are answered according to the age and maturity of the student concerned. The College believes that individual teachers must use their skill and discretion in this area and refer to the Curriculum Leader for advice or the Child Protection Officer if they are concerned about the students' welfare.

12.0 Sexual Identity and Sexual Orientation

The College believes that sex and relationship education should meet the needs of all the students regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly, yet sensitively. The College liaises with parents and Child Services Advisors on this issue to reassure them of the content and context.

13.0 Parents have the right to withdraw their children from all or part of the sex and relationship education curriculum provided at College except for those parts included in the statutory National Curriculum. Any parent wishing to withdraw their child should be encouraged to make an appointment with the SMSC co-ordinator to discuss the matter.

Appendix A

Checklist for Use of Visitors in Delivery of Sex and Relationship Education

Visitors and staff from a range of statutory and voluntary agencies can support and enhance sex and relationship education programmes in schools when part of a PSCHE programme. However, they should not be used to abdicate the responsibility of the school, and be relied upon solely to deliver sex and relationship education. The use of visitors needs to be part of a planned, coherent and integrated approach.

Before involving a visitor it is useful to consider the following:

- Consistency with school's ethos, values, sex and relationship policy and approach to sex and relationship education.
- The most appropriate source of information/support – why do you want the agency's involvement?
- What is the visitor expected to do?
- What will the teacher's contribution to the session be?
- Is it clear to the visitor that the teacher will remain in the classroom?
- What preparation will be necessary, i.e. classroom layout, size of groups, content of session, A/V equipment etc.?
- Has the visitor been checked with the Criminal Records Bureau (CRB)? Child protection implications.
- Have confidentiality issues been clarified, avoiding inappropriate disclosures?
- How will the session be followed up?
- How will the input be evaluated?
- Is parental consent required?

The PCC School sex and relationship Education Adviser and the Plymouth Healthy Schools Team are able to provide support and guidance in selecting school visitors.

Resources

National Healthy Schools Standard – Sex and Relationship Education

<http://www.wiredforhealth.gov.uk>

Need to Know health

<http://www.need2know.co.uk/health>

RU Thinking

<http://www.ruthinking.co.uk/>

Teachernet www.teachernet.gov.uk

Working Together: Listening to the Voices of Children and Young People guidance 2008.

<http://publications.teachernet.gov.uk/eorderlineDownload/DCSF-00410-2008.pdf>