



Peacehaven Community **School**

Sex and Relationship Education Policy

This policy has been read and adopted by the Governing Body on:

Date: _____

Signed: _____

For and on behalf of the Governing Body

Signed: _____

Helen Cryer
Headteacher

Sex and Relationship Education

1. Definition

SRE is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. SRE should empower young people, build self esteem, offer a positive and open view of sex and support sexual self acceptance and mutual respect. (p8, SRE Guidance for Schools 2003)

2. Philosophy and Purpose

At Peacehaven Community School (PCS), Sex and Relationship Education (SRE) is underpinned by the ethos and values of our school and we uphold it as an entitlement for all our students. We recognise the need to work with parents and carers to ensure a shared understanding of SRE and to deliver an effective programme that meets the needs of our students.

Sex and Relationship Education (SRE) is an area of the curriculum which often causes an element of public debate and concern, but several studies have shown that good, comprehensive, SRE does not make young people more likely to start sex. Indeed it can help them delay starting sexual activity and make them more likely to use contraception when they do. (p5 SRE Guidance for Schools 2003)

The objective of SRE is to help and support young people through their physical, emotional and moral development. We believe students should learn to respect themselves and others, moving with confidence from childhood through adolescence and into adulthood.

In accordance with Every Child Matters (2004), every student has the right to: stay safe (Safe from maltreatment, neglect, violence and sexual exploitation) and be healthy (sexually healthy).

In support of the National Healthy Schools Standard (SRE 2001), PCS aims to achieve Healthy school status for its pupils by delivering a sex and relationship educational programme that is appropriate to their age, ability and level of maturity

The SRE guidance states it has three main elements:

- Attitudes and Values
- Personal and Social skills
- Knowledge and Understanding

“SRE supports and promotes our students’ spiritual, moral, social, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of adult life”. (Section 1, 1988 Education Reform Act)

Section 351 of the Education Reform Act 1996, the two broad aims for the school curriculum.

3. SRE Aims

We aim to develop in our students an understanding of the biological, emotional, social, legal and moral aspects of sex and sexuality.

Linking with work in Primary school, we seek to ensure continuity and progression, a safe and supportive learning environment, and teaching within the wider context of building self-esteem, emotional well-being, relationships and healthy lives.

Our aim through SRE is to prepare young people for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- Be aware of their sexuality and understand human sexuality;
- Understand the arguments for delaying sexual activity;
- Understand the reasons for having protected sex;
- Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships;
- Have the confidence and self-esteem to value themselves and others having respect for individual conscience and the skills to judge what kind of relationships they want;
- Communicate effectively;
- Have sufficient information and skills to protect themselves and, where they have one, their partner from unintended/unwanted conceptions and sexually transmitted infections including HIV;
- Avoid being exploited or exploiting others;
- Avoid being pressured into unwanted or unprotected sex;
- Access confidential sexual health advice, support and if necessary treatment;
- Know how the law applies to sexual relationships.

(source: SRE DFEE Guidance 2000, pp20-21)

The SRE programme also includes elements of the statutory science curriculum.

National Curriculum Science

Key Stage 3

1. d) that fertilisation in humans..... is the fusion of a male and a female cell
2. f) about the physical and emotional changes that take place during adolescence
g) about the human reproductive system, including the menstrual cycle and fertilisation
h) how the foetus develops in the uterus

n) how the growth and reproduction of bacteria and the replication of viruses can affect health

Parents/carers are **not** able to withdraw their children from National Curriculum Science.

(Source: 1996 Education Act)

4. SRE Aims and Objectives

The content of sex and relationship education should match the age and maturity of the students involved and at KS3 and KS4

attitudes and values

- mutual respect,
- the value of family life, marriage and of loving and stable relationships in bringing up children
- rights and responsibilities, for self and others
- commitment to safety and wellbeing
- gender equality
- acceptance of diversity, and that violence and coercion in relationships are unacceptable
- the importance of respect and consent in intimate relationships is developed at secondary level

P9 2010 SRE consultation document

Personal and social skills

As well as knowing facts, it is important that children and young people develop **personal and social skills** to make informed decisions and life choices, including:

- learning to identify their own emotions and those of others
- managing emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- communicating openly and respectfully about sex and relationships
- making and carrying out decisions
- developing an appreciation of the consequences of choices made
- coping with and resisting unwelcome peer pressure
- managing conflict
- learning how to identify risk,
- recognising and avoiding exploitation and abuse, and
- asking for help and accessing advice and services.

P10 SRE 2010 Consultation Document

Knowledge and understanding

SRE should also increase pupils' **knowledge and understanding** at appropriate stages by:

- learning and understanding emotional and physical development
- understanding human sexuality, reproduction, sexual health, emotions and relationships
- learning how to resist unwelcome pressures to be sexually active
- learning how to avoid unplanned pregnancy and STIs including learning about contraception and infection avoidance
- learning about pregnancy and the choices available
- learning about the range of local and national sexual health advice, contraception and support services available
- understanding the legal aspects of sexual behaviour
- learning about the links between sexual health and alcohol
- understanding the positive benefits of loving, rewarding and responsible relationships
- learning about the impact of coercion and violence and understanding that consent is critical.

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5. Outline of the SRE Curriculum

Students in each year during KS3 and 4 receive SRE lessons. The aims and objectives for these lessons have been informed by: SRE Guidance for Schools (2003), Every Child Matters (2003), The Healthy Schools Standard (2004)., and the SRE Consultation Document 2010.

6. Co-ordination of SRE

SRE is co-ordinated by the PSHEE co-ordinator. 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 PSHEE Co-ordinator 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, (eg PSHEE Advisory team) to encourage consistency and understanding in the school's SRE programme.

7. Planning and Staffing

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

The content of the KS3 and 4 SRE programme will be delivered in a variety of ways:

- Discrete PSHEE sessions
- Cross-curricular links when appropriate and through Science

PSHEE co-ordinator and colleagues in their team will deliver SRE with support and training. Support staff and Teaching Assistant's will receive training so they can work with teachers effectively.

An OFSTED report Sex and Relationships(2002) found that the most effective teaching in secondary schools was by teachers with a special interest and expertise in SRE.

At PCS, SRE is delivered by a discrete team. Members of the Team are developing their specialist knowledge and expertise by attending the East Sussex County Council Course: The Professional Certificate in PSHE Teaching.

8. 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 commitment to Equal Opportunities.

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

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.

We are aware that some of our students with SEN may be more vulnerable to abuse and exploitation than their peers, and others maybe confused about what is acceptable public behaviour. These students in particular will need to develop skills to reduce the risks of being exploited, and to learn what sorts of behaviour are, and are not, acceptable.

We will ensure that teachers where necessary are more explicit and plan work in different ways in order to meet the individual needs of students with SEN or learning difficulties. It is helpful to remember to focus on activities that increase a student's assertiveness, communication and relationship skills, their self-esteem and understanding. Active learning methods and drama techniques are particularly effective and will be used.

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. We believe it is important that both boys and girls know about the experiences of puberty for the opposite gender.

Our focus will be on boys and young men as well as girls and young women. Boys may have felt that sex education is not relevant to them and are unable or too embarrassed to ask questions about relationships or sex. Boys are also less likely to talk to their parents about sex and relationships. For these reasons, programmes should focus on boys as much as girls at primary level as well as secondary.

However there will be planned opportunities for single gender discussions. These may help explore gender-specific issues, such as management of periods and puberty or what is good/bad about being a boy/girl, before discussing the issues with the opposite sex. Single gender sessions will also take into account the different ways boys and girls learn effectively and provide a forum to ask 'embarrassing' questions.

We will ensure that the needs of all students are met in our programmes. Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them and sensitive to their needs. Students will be made aware that homophobic bullying is unacceptable and of the distress this may cause (also refer to PCS: Anti-Bullying Policy).

Religion and Ethnicity

In our school we seek to recognise the diverse beliefs of our religious and minority ethnic communities and aim to value and celebrate cultural diversity. 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 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 and community leaders 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 outside National Curriculum Science (see sections: 'Working with Parents' and 'SRE Aims').

9. 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 PSHEE, a set of ground rules helps create a safe environment
- Using 'distancing' techniques
- 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 and what is 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)
- Colleagues or the PSHEE Co-ordinator can always be consulted for support. It maybe appropriate (having agreed with the pupil) to liaise with parents/carers
- Lengthy or complicated responses are not usually necessary, a simple and concrete piece of information offers clarity and may avoid confusion (for example, 'At the moment we are looking at 'X', in year 8 you will look at 'Y' in more detail.')
- Recognise different views are held (for example, about contraception)
- Place within the context of the schools SRE curriculum past and in the future.
- If a question is very explicit 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, a help line or an outside agency
- If you have concerns about sexual abuse, follow the school's child protection procedures

10. Resources

All resources are selected to ensure that they are consistent with the schools ethos and values and support the SRE aims and objectives. Care is taken to ensure resources comply with the school's commitment to Equal Opportunities.

11. Consultation with Students

A key aspect in employing effective teaching and learning strategies is the involvement of our students in their learning. We will seek student's views regarding teaching methods and resources used via the school council and through student

feedback via module evaluation sheets. See also section 15 on involvement of students on specific issues in the SRE programme.

12. Recording and Assessment

Teachers will assess students through informal methods, such as observations and discussion with a particular focus (e.g. how well they listen to the views of others).

Plans to monitor student achievement in PSHEE through formative assessment and summative assessment practices are being developed by the PSHEE faculty.

Elements of SRE that occur in the science curriculum will be assessed, through recorded work and national tests, to establish levels knowledge and understanding.

13. Monitoring and Evaluation of the SRE Curriculum

Teachers evaluate the lessons to aid future planning through regular staff meetings, classroom observations, and student evaluative comments.

14. The Contribution of Social and Emotional Aspects of Learning (SEAL)

SEAL is a comprehensive programme for primary and secondary schools to develop the social and emotional skills of all pupils through a whole- school approach and across the curriculum.

The skills are in five groupings:

- self-awareness
- managing feelings
- empathy
- motivation, and
- social skills

15. 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 of context.

We respect the varied beliefs and values held by our school community, however personal beliefs and attitudes will 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 PSHEE Co-ordinator, 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).

Students will be consulted regarding their views on the delivery of PSHEE and their needs. The opportunity will be given to raise questions of concern. Strategies such as a question box will be used to ascertain student knowledge and any issues that they have. Staff will work on preparing suitable responses to the questions students raise, so students then have an input into the SRE programme.

Contraception

In secondary schools, teaching about contraception should include:

- raising the importance of contraceptive use in reducing the risk of unintended pregnancy and STI's
- information about the different types of contraception, including emergency contraception
- to be aware of the reasons for and benefits of abstaining from or delaying sexual activity
- information about the law as it relates to accessing contraception, where contraception can be accessed locally and the confidential nature of these services
- information about who and where they can go for confidential advice about contraception (inc. helplines and websites)
- consideration of the advantages and disadvantages of various types of contraception in terms of the effectiveness and prevention of STI's
- Discussion of combining different contraceptives e.g the combined pill to prevent pregnancy and the condom to prevent STI's
- Acknowledgement and discussion of the different religious views on contraception
- Practising condom skills
- Developing communication and negotiation skills
- Awareness of the impact of drinking and or drug use on safe contraceptive use

(source: SRE: Guidance for Schools (2003))

Abortion

At PCS we recognise that there are strongly held beliefs about abortion. Moral, ethical and social issues surrounding abortion are considered in depth within RE lessons at PCS.

It is important to recognise that when speaking about abortion in a classroom setting, that there may be some members in the class who have had some personal experience of abortion.

Sexuality

It is up to schools to make sure that the needs of all pupils are met in their programmes, young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them and sensitive to their needs.....teachers need to be to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. There should be no direct promotion of sexual orientation.

(source: DFES SRE Guidance 2000)

PCS supports the view that SRE content should be inclusive so that all young peoples' needs are met, whether they are heterosexual, homosexual, or bisexual.

Assumptions should not be made that all young people are or will be heterosexual or that they come from families with heterosexual parents. Specific lessons should be concerned with exploring and challenging prejudice and homophobia.

(source: SRE Guidance for Schools 2003 p26)

A guidance note issued by the Department of the Environment in 1988 says section 28 (Local Govt Act of 1988) does not affect activities of school governors or teachers. It will not prevent the objective discussion of homosexuality in the classroom or the counselling of students about their homosexuality. Teaching about homosexuality is clearly not the same as teaching people to be homosexual.

(source: SRE Guidance for Schools 2003 p 26)

Secondary school SRE should include:

- Discussions about sexual identity and orientation
- Developing and understanding that sexuality is an important part of an individual's personality, but not necessarily a defining part
- Opportunities to gain an understanding of the nature of sexuality, particularly during a period when they themselves are unsure about and developing their own sexual identity
- Information about the age of consent for heterosexual and homosexual intercourse
- Discussion of issues related to "coming out"
- Developing tolerance and empathy towards people who are different
- Opportunities to challenge prejudice and discrimination
- Reference to local and national services that can support young lesbians, gays, and bisexuals

(source: SRE Guidance for Schools (2003) p 27)

Family Life

Pupils should be taught about the nature and importance of marriage for family life and bringing up children. However the guidance recognises that there are strong mutually supportive relationships outside marriage and that teaching needs to be sensitive so as not to stigmatise children on the basis of home circumstances.

(source: SRE Guidance for Schools (2003) p 24)

It is important that pupils and students understand the responsibilities and commitment involved in child rearing and the impact of parents/carers on child development. OFSTED Report on SRE (2002) is that attention should be given in secondary schools to education about parenthood.

For suggestions for dealing with specific issues refer to Appendix 2.

16. 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 students in an informal setting
- All staff will be informed of and offered training, when necessary, on issues related to confidentiality and child protection
- Support will be given through ongoing advice from the PSHCE Advisory Team

17. 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.

Visitor sessions always complement the existing SRE provision and never replace or substitute teacher-led curriculum provision.

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 (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.

18. Child Protection and 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.

It is important that pupils and students learn that it is not appropriate to make very personal disclosures during a lesson. As part of the PSHE programme, students will be made aware of confidential sources of information.

(source: SRE Guidance for Schools (2003) p 20)

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 student. When appropriate, students will be informed of sources of confidential help such as the school nurse (in a one-to-one setting) and Childline.

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 students in the school. Staff are also aware of school child protection procedures, local guidance and the DfEE's Child Protection circular 10/95 – 'Protecting Children from Abuse, The Role of the Education Service'. Staff will reassure students that, if confidentiality has to be broken, they will be informed first and supported. Please refer to PCS Confidentiality Policy for specific procedures.

19. 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.

Children and young people have said that they want their parents to be the first people who talk to them about sex and relationships. Parents have a unique emotional relationship with their child and knowledge of their maturity and can respond to their questions about sex and relationships more spontaneously as they arise. Yet many children and young people grow up without ever having had a conversation with their parents about sex and relationships. Boys are less likely than girls to have talked to their parents, and fathers are less likely than mothers to start discussion. One reason why a guaranteed standard of SRE in school is so important is that the amount of SRE provided at home is so variable.

"My own mother was brilliant but parents whose own sex education was lacking will have trouble knowing how best to teach their children" Young person

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We may use a questionnaire to consult with parents and carers about their thoughts, attitudes and needs concerning sex and relationship education and whether they have any religious or cultural beliefs they would like us to take into account. The questionnaire will be translated, if appropriate. Also, we may consult the Parents' Action Group regarding the above.

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 mentor or the PSHEE co-ordinator or the head teacher. The issue of withdrawal will be handled, as sensitively as possible and alternative arrangements will be made for any child withdrawal from this aspect of the curriculum.

Parents have a legal right to withdraw their children from SRE taught outside of the science national curriculum – but if they choose to withdraw their children from school provision they have a responsibility to provide alternative SRE.

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We will use the school website to inform parents and carers of the content of the SRE programme and their right to withdraw

The Sex Education Forum has compiled a resource list for parents/carers with regards to helpful information advice and guidance when discussing SRE with Young People. This can be accessed via:

http://www.ncb.org.uk/PDF/Resource_List_Parents_carers.pdf

20. Implementation of Policy

This policy, including the supportive guidance will be implemented and delivered by all staff.

The full policy, including Supporting Guidance and Scheme of Work is available on request to parents/carers and governors from the PSHEE co-ordinator and Head teacher or on the school website.

21. Monitoring and Review of Policy

The review and monitoring process will be the responsibility of the PSHEE co-ordinator and will include:

- Review of planning and guidance
- Liaison with teachers
- Classroom observation in line with other curriculum areas