



## ***Sex and Relationship Education Policy (SRE)***

*Reviewed August 2018*

This policy was developed in response to Sex and Relationship Education Guidance DFES 2000, the National Teenage Pregnancy Strategy and National Healthy Schools Programme, alongside Every Child Matters. The policy is regularly reviewed

### ***What Is Sex and Relationship Education? (SRE)***

SRE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect and love and care for family life. It involves acquiring information, developing skills and forming positive beliefs and values. The aim of SRE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health.

Our SRE programme aims to prepare pupils for an adult life in which they can:

Develop positive values and attitudes and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self esteem to value themselves and others and have respect for individual conscience and the skills to judge what kind of relationship they want.

Avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.

Communicate effectively by developing appropriate terminology for sex and relationship issues.

Develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity.

Understand the reasons for having protected sex and be able to access local sexual health services with confidence as appropriate.

Know how the law applies to sexual relationships.

### ***Principles and Values***

In addition, Loughborough High School believes that SRE should:

Be an entitlement for all young people.

Be supported within our PSHCE lessons

Be an integral and essential part of a pupil's overall education and the lifelong learning process.

Encourage a responsible attitude to sexual behaviour, which involves respect for oneself and respect for others and recognition of the complex emotions involved in such relationships.

Encourage every pupil to develop attitudes and skills which will enable them to be confident about the physical, emotional and moral aspects of sexual maturity.

Be set within the wider school context and its aims and values. It should emphasise the importance of stable relationships and family, taking into account the various interpretations of family situations and approaches.

Encourage pupils and teachers to develop a respect for each other's views and the important values of love, respect and care.

Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.

Recognise that parents are the key people in teaching their children about sex, relationships and growing up.

Recognise that the wider community has much to offer and we aim to work in partnership with health and other professionals.

### ***Sex and Relationship Education in this school has three main elements:***

#### ***Attitudes and Values***

##### ***SRE should place importance on:***

Learning the importance of respect, love and care, individual conscience and moral choices.

Learning the value of family life, stable and loving relationships, and marriage.

Learning about the nurture of children.

Exploring, considering and understanding moral dilemmas.

Challenging myths, misconceptions and false assumptions about normal behaviour.

#### ***Personal and Social Skills***

##### ***SRE should include:***

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.

Learning to manage conflict.

Empowering pupils with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter).

#### ***Knowledge and Understanding***

##### ***SRE should equip pupils with:***

Learning and understanding physical development at appropriate stages.

Understanding human sexuality, reproduction, sexual health, emotions and relationships.

Learning about contraception, the avoidance of unplanned pregnancy 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.

## ***Organisation and Content of Sex and Relationship Education***

Loughborough High School delivers Sex and Relationship Education through its PSHCE Programme, RE and Science lessons from years 7-11. Within PSHCE the sexual health programme is delivered by a sexual health specialist from a local agency whose approach is in line with the aims of the local and national Teenage Pregnancy Strategy.

Much of the Sex and Relationship Education takes place within PSHCE lessons. SRE lessons are set within the wider context of the PSHCE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The scientific aspects of reproduction and puberty are delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is included as part of the scheme of work.

Wherever possible, sex education takes place in small groups so that questions and discussion are encouraged and account is taken of the different levels of maturity even within these groups. Any SRE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When pupils ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the pupils, the question may be dealt with individually at another time. The department draws upon the expertise of a sexual health expert working for the Leicestershire Primary Care Trust. Experience has demonstrated that this approach offers a crucial consistency of support for pupils around the management of their own sexual health as they approach adulthood.

## ***Inclusion***

### *Ethnic and Cultural Groups*

We intend our policy to be sensitive to the needs of different ethnic groups and this sensitivity is reflected in the working agreement established at the beginning of each PSHCE session

### *Pupils with Special Needs*

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our pupils, taking specialist advice where necessary.

### *Sexual Identity and Sexual 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 sex and relationship education is relevant to them.

### ***Right of Withdrawal of Pupils from Sex and Relationship Education***

A letter is sent home via Schoolcomms informing parents prior to the delivery of the sexual health sessions in PSHCE. Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity, and are welcome to review any SRE resources the school uses.

### ***Confidentiality, Controversial and Sensitive Issues***

Teachers, including the School Matron, cannot offer unconditional confidentiality and pupils need to be aware of this prior to any possible sensitive disclosure. However, teachers are not legally bound to inform parents of any disclosure unless the Head has specifically requested them to do so.

Absolute priority is given to ensuring that pupils are familiar with the boundaries of the school's confidentiality policy in order that they can make informed decisions about whether and to whom to disclose sensitive information. Equally, the School has a responsibility to ensure that pupils are made aware of, and signposted to, local impartial, confidential services which operate to national guidelines and policy.

If a teacher should learn from an under 16 year old that they are having or contemplating sexual intercourse:

The pupil will be persuaded, wherever possible, to talk to a parent/carer and if necessary to seek medical advice.

Teachers are unable to offer contraceptive or sexual health guidance and should always inform pupils of local agencies from which they can seek impartial and confidential support in line with national guidelines, including Fraser guidelines when working with under 16s.

All concerns about sexual activity with a child under 16 must be discussed with the school's child protection officer, under the school's procedures.

Disclosure will follow consultation with the pupil and offering to support a voluntary disclosure, except in the most exceptional circumstances.

Matrons in school are subject to their own professional code of confidentiality which specifies that health and personal issues are kept confidential except where disclosure is required on matters regarding child protection.

### ***Monitoring and Evaluation of Sex and Relationship Education***

This policy and the PSHCE policy are under regular review

Appendix: PSHCE teaching scheme for SRE