

OVERTON GRANGE SCHOOL POLICY

SEX AND RELATIONSHIPS EDUCATION (SRE) POLICY

Govs Comm. CURRICULUM & STUDENT

This policy was developed in response to Sex and Relationship Education Guidance DfES 2000, the National Teenage Pregnancy Strategy and National Healthy Schools Programme.

The policy will be reviewed at the end of 2020/21 to assess what improvements/amendments need to be made and will feature consultation with:

- Student focus groups / School Council
- Review of SRE curriculum content with staff and students
- Consultation with wider school community e.g. school nurse and Youth Connexions
- Consultation with school governors

Principles

What Is Sex and Relationship Education?

Sex and Relationship Education (SRE) is lifelong learning about physical, sexual, moral and emotional development. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. SRE should also help pupils to examine their own and other people's attitudes and values, to respect and empathise with others. As such, SRE has a key role to play in a young person's personal, social, moral and spiritual development.

Principles and Values

In addition Overton Grange School believes that SRE is integral because:

1. Sexuality, sexual identity and sexual health are crucial aspects of young people's lives and experiences and are a vital part of their personal and social development and growth. Students should be equipped with the correct information about what is happening to their bodies, to gain skills to establish positive relationships and explore their own and others' attitudes about sexual matters.
2. It is vital that the information students receive regarding sexual matters is factual and accurate. It is clear that some sexual education received outside of school can be incorrect and lead to misunderstanding. SRE at school gives an objective and balanced view.
3. Effective, informative and well-taught SRE helps prevent unplanned pregnancy and Sexually Transmitted Infections (STIs).
4. SRE can help pupils to develop a positive self-image and high self-esteem, responsibility and the ability to make informed decisions.
5. SRE helps to empower students by making them aware of external agencies that exist to help young people with a wide range of sexual issues
6. SRE is part of the provision of a broad and balanced curriculum as stated in the Education Reform Act 1988 and meets the requirements by the Education Act 1993 towards sexual education provision.

Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

Students 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 students, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them

How is the policy going to be put into practice?

SRE at Overton Grange School:

SRE should not be an isolated subject, and is integrated into the Citizenship curriculum. Each year group in Years 7,8 and 9 has a weekly 60-minute lesson of Citizenship which includes approximately 4 lessons a year dedicated to SRE, while in Years 10 and 11 there are three lessons a fortnight. Again a reasonable amount of time is dedicated to SRE.

The main themes covered are below:-

Attitudes and Values

- learning the importance of values, individual conscience and moral choices;
- learning the value of 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 dilemmas;
- developing critical thinking as part of decision-making
- challenging myths, misconceptions and false assumptions about normal behaviour.

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;
- empower students with the skills to be able to avoid inappropriate pressures or advances (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 the issues relating to teenage pregnancy.

4. Organisation and Content of Sex and Relationship Education

Overton Grange specifically delivers Sex and Relationship Education through its Citizenship, RE and Science lessons at KS3 and KS4. All the teachers that deliver SRE are trained subject specialists.

SRE lessons are set within the wider context of the Citizenship curriculum (incorporating PSHE) and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science Curriculum is 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 not forgotten.

Any SRE lesson may consider questions or issues that some students 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 students 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 students, the question may be dealt with individually at another time.

All teachers and other staff members who are required to teach SRE will have relevant training and resources. If staff are asked questions that they do not know the correct information for, then they will inform students that they will find out for the next week's lesson.

Implementation in Citizenship Lessons

Y7	<ul style="list-style-type: none"> • Legal ages and responsibilities • Healthy lifestyle • Healthy Relationships • Puberty • Discrimination (including homophobia) • Peer Pressure • Growing up and Developing Empathy
Y8	<ul style="list-style-type: none"> • Personal identity • The Media and it's representation of women • Sexual discrimination (including homophobia) • Alcohol and Drugs (Lowering inhibitions) • Conflict Resolution
Y9	<ul style="list-style-type: none"> • HIV/AIDS • Contraception • Sex and the Law • Discrimination (including homophobia) • Staying Safe and Healthy
Y10	<ul style="list-style-type: none"> • Contraception & Relationships • Gender Stereotypes

	<ul style="list-style-type: none"> • STIs • Marriage and adult relationships • Teenage Pregnancy • Where to get help • Conflict Resolution • Domestic Violence & Women's refuges
Y11	<ul style="list-style-type: none"> • Sex and its portrayal in the media • Relationships & Morality (alongside content in RE) • Homophobia • SRE recap

Implementation in RE Lessons

Y10	<ul style="list-style-type: none"> • Contraception & family planning • Marriage & the family • Marriage ceremonies • Cohabitation • Same sex marriage • Parenting • Divorce • Remarriage • Gender equality • Sex before marriage
Y11	<ul style="list-style-type: none"> • Abortion

Learning Outcomes

The following statements are offered as illustration of learning outcomes for SRE for each key stage. They give a basis for planning work to develop knowledge and understanding, values and attitudes and personal skills in SRE. They draw on DfE and other guidance on SRE and they reflect elements of the statutory framework for PSHEE.

Those statements marked with an **asterisk** (*) are part of the science curriculum .

By the end of KS3 Students will be able to

- Manage changing relationships
- Recognise risk of personal safety in sexual behaviour and be able to make safe decisions
- Ask for help and support
- Explain the relationship between their self-esteem and how they see themselves
- Develop skills of assertiveness in order to resist peer pressure and stereotyping
- See the complexity of moral, social and cultural issues and be able to form a view of their own
- Develop good interpersonal skills to sustain existing relationships as they grow and change, and to help them make new relationships
- Be tolerant of the diversity of personal, social and sexual preference in relationships
- Develop sympathy with the core values of family life in all its variety of forms
- Recognise the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage
- Recognise the stages of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively.

Students will know and understand:

- That fertilisation in humans is the fusion of a male and female cell*
- The physical and emotional changes that take place during puberty*
- About the human reproductive system, including the menstrual cycle and fertilisation*
- How the foetus develops in the uterus*
- How the media influence understanding and attitude toward sexual health
- How good relationships can promote mental well being
- The law relating to the sexual behaviour of young people
- Where to go for help and advice such as the GUM clinic.

Students will have considered:

- The benefits of sexual behaviour within a committed relationship
- How they see themselves affects their self-confidence and behaviour
- The importance of respecting differences in relation to gender and sexuality
- How it feels to be discriminated against
- The issues relating to early sexual activity
- The unacceptability of prejudice and homophobic bullying
- What rights and responsibilities mean in a relationship

By the end of Key Stage 4 Students will be able to;

- Recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek medical advice
- Manage emotions associated with changing relationships with parents and friends
- See both sides of a arguments and express and justify personal opinion
- Have the determination to stand up for their beliefs and values
- Make informed choices about their lifestyle which promote personal well-being
- Have the confidence to assert themselves and challenge inappropriate behaviour
- Develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships
- Work cooperatively with a range of people who are different from themselves.

Students will know and understand:

- The way in which hormone control occurs, including the effects of sex hormones,* some medical uses of hormones, including the control and promotion of fertility*
- How sex is determined in humans*
- How HIV and other sexually transmitted infections affect the body
- Self-image and sexual identity
- The risks of early sexual activity and the links to alcohol
- How the different forms of contraception work and where to get advice
- The law in relation to sexual activity for young people and adults
- How their own identity is influenced by their personal values and those of their family and society
- How to respond appropriately within a range of social relationships
- How to access agencies which support relationships in crisis
- The qualities of good parenting and its value to family life
- The benefits of marriage or a stable partnership in raising children
- The way different forms of relationship, including marriage, depend on maturity and commitment

Students will have considered:

- Their developing sense of sexual identity and how to feel confident and comfortable with it
- How personal, family and social values influence behaviour
- The arguments around moral issues such as abortion, contraception and the age of consent
- The individual contributions made by partners in a sustained relationship and how these can be of benefit to both
- The impact of having children on their lives and the lives of others

Roles and responsibilities

Head of Citizenship

Currently parents can opt out when their students join the school as 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 Science lessons. We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any SRE resources the school uses.

The Head of Citizenship will ensure curriculum reflects local and national guidance.

The Head of Citizenship will liaise with other Sutton Schools to find out how they deliver their SRE programmes and exchange resources/approaches as required.

The Head of Department will ensure appropriate resources/training/support for classroom teachers and share best practice.

Classroom teachers

Classroom Practice

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting. It will be a matter of common practice that:

- No-one (teacher or student) will have to answer a personal question
- No-one will be forced to take part in a discussion
- The correct names for body parts will be used
- Sensitivity will be shown towards those of particular faith backgrounds
- Nothing should be said that could be construed as embarrassing or offensive to other students
- Students are not to mention the names of other students when mentioning sexual behaviour

If a question is too personal, the student will be reminded of the ground rules. The student may then be referred to the appropriate health professional or outside agency via the designated safeguarding leads.

If a question is too explicit, seems too old for the student, is inappropriate for the whole class or raises concerns about sexual abuse, it will not be answered in front of the whole class. The member of staff will discuss their concerns with the Child Protection Officer and other suitable staff, as appropriate. In cases of concern over sexual abuse, the school child protection procedures will be followed.

Health professionals

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's Child Protection policy.

All staff

Confidentiality, Controversial and Sensitive Issues

Teachers cannot offer unconditional confidentiality.

In any case where child protection procedures are followed, all staff will ensure that the young person understands that confidentiality cannot be guaranteed.

Criteria for success

Through these lessons, students should:-

- acquire information, develop skills and form positive beliefs, values and attitudes.
- They should understand the importance of stable and loving relationships, respect, love and care, for family life.
- SRE should also help students to examine their own and other people's attitudes and values, to respect and empathise with others.
- As such, SRE has a key role to play in a young person's personal, social, moral and spiritual development.

Monitoring and evaluation

It is the responsibility of the Head of Citizenship to develop, monitor and evaluate this programme under the line management of the SLT link. The detailed scheme of work is available on request from the Head of Citizenship.

Links with other polices

Anti-bullying
Child Protection
Equal Opportunities