

## Sex and Relationships Education Policy

Sex and Relationships Education (SRE) is the lifelong learning about physical, moral, social and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care. At Ribblesdale School SRE is delivered via the PSHE, Citizenship and Science curriculum. Effective SRE is achieved through successful partnerships between health services, up to date information, understanding current trends and liaising with a range of agencies for better outcomes for pupils.

This policy is in line with the current government guidelines including the 1996 Education Act, 2000 DfEE Sex and Relationship Education Guidance, DfES 2006 Teenage Pregnancy, Teenage Pregnancy Strategy: Beyond 2010 and the Sex and Relationship Education Review 2008 leading to the current Sex and Relationships Education (Curriculum) Bill 2014. The current Education Minister has confirmed that PSHE will not be made statutory. Current guidance is now found in the briefing paper Sex and Relationships Education in School April 2016.

### Policy Aim

Ribblesdale school respects and supports the wide range of family experiences and the background of its pupils. SRE aims to allow pupils to share and discuss attitudes from a range of cultural perspectives. At the same time pupils are encouraged to respect differences and are made aware that teachers have a duty to challenge prejudice such as: racism, sexism, homophobia and any prejudice shown towards members of the LGBT community.

SRE is required to be taught in a moral framework and pupils will be taught these values throughout all aspects of school life and through all subjects, not just PSHE and Citizenship.

Among the values promoted are:-

**Attitudes and values** - learning the importance of values and individual conscience and moral considerations; learning the value of family life, marriage, and stable and loving relationships for 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.

**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.

**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.

### Rationale

This policy will ensure that teachers, parents, carers and pupils know the legal requirement for SRE and the pupils' entitlement. It also clarifies the responsibility of the governing body.

This policy supports all staff in their delivery of SRE. The policy is complementary to other related policies in the school including Equalities, Behaviour for Learning, Anti-bullying, Child Protection, Drugs Education Policy and Confidentiality.

Assistant Headteacher (Pupil Safety and Wellbeing), working alongside Subject Leader for PSHE, are responsible for the promotion, monitoring and evaluation of this policy. This policy will be reviewed regularly and in line with the needs of the school population and changes in government legislation.

### Learning outcomes

The school's SRE programme has clear learning outcomes, covering a range of knowledge, skills and attitudes. These are assessed by a variety of means, such as discussion, question and answer sessions, labelling diagrams, quizzes, tests. Please see appendix 1 for the Ribblesdale scheme of work in all curriculum areas.

### Delivery of SRE at Ribblesdale School

In addition to the Science, we teach SRE through our planned PSHE/Citizenship programme from Year 7-10 through the Enrichment time. Year 11 will have a specific PSHE day which is entirely dedicated to Sex and Relationships Education with the use of the specialist PSHE teacher and other trained staff/agencies. The PSHE programme is supported by a range of external agency specialists. Including the School Nurse team, Addaction, the Grand Gap team and the local Police. All pupils will have the opportunity to access the school nurse through a drop in system on a weekly basis.

### Teaching and learning styles

One of the key intentions in our delivery of SRE is to provide a safe environment where pupils feel able to participate in the lesson. In PSHE lessons the setting up of the ground rules, reminding pupils of confidentiality issues and the use of warm up games helps to provide this environment. We encourage

the use of role play and creative activities, using techniques to encourage exploration of attitudes and case studies to develop empathy.

Teachers are from a range of subject areas with 1 specialist amongst the team to provide quality assurance, advice and resources. At the start of each new academic year, staff are briefed on the delivery of SRE and the expectations shared along with the policy.

Teachers are aware of sensitive issues that may arise out of teaching and learning about SRE. The following are protocols for discussion based lessons with pupils:

- no one (teacher or pupil) will have to answer a personal question
- no one will be forced to take part in a discussion
- meanings of words will be explained in a sensible and factual way
- teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent or any other trusted adult. Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow the school's policy in this matter and refer this to the Ribblesdale Designated Safeguarding Lead or Deputy DSL.

### **Monitoring and evaluating SRE**

SRE is monitored by the school's PSHE co-ordinator. It is the co-ordinator's responsibility to:

- Ensure that SRE occurs in the school's curriculum according to the schemes of work for PSHE
- Monitor the use of teaching and learning styles
- Monitor the use of teaching materials
- Evaluate the effectiveness of the school's programme

### **Meeting pupil need**

Pupils are made aware of this policy via the PSHE programme understanding that pupils' needs best determine effective SRE, assessment is carried out in the following ways:

- Pupil evaluations
- Feedback from Teaching Staff
- Feedback from external agencies

Outside agencies and other professionals play an important and complementary role in the effective teaching and learning of SRE. In order to develop a planned and consistent programme the school uses the quality assurance framework as a joint planning, monitoring and evaluation form.

### **Visitors contributing to SRE**

It is important that pupils have access to health professionals and other local experts on issues relating to SRE. The school has built successful partnerships with a number of agencies and professionals, particularly the School Nurse. We work closely together to plan and evaluate modules of work on issues relating to SRE. All health professionals and visitors are asked to conform to the following:

- visitors contributing to SRE do so at the invitation of the school and will be qualified to make an appropriate contribution
- visitors must agree with the aims of the school in delivering its policy on SRE
- when in class visitors are supervised by a teacher, who will be present at all times
- visitors follow the school's child protection procedures if a disclosure occurs
- visitors know and understand where their contribution fits into the school's programme for PSHE

### *Health services for pupils provided by the school*

The school provides health services for its pupils. The School Nurse provides a lunch time drop-in clinic for pupils each week. The school also employs a Counsellor. Pupils may be referred to the Counsellor, School Nurse or other appropriate professionals.

These services are advertised throughout the school and parents may also contact these services by making an appointment with the School Nurse or Counsellor.

It is clear from Government guidelines that when not in a classroom context these professionals are covered by their own professional codes of conduct. Health professionals such as School Nurses can:

- give one-to-one advice or information to a pupil on a health-related matter including contraception
- exercise their own professional judgement as to whether a pupil has the maturity to consent to medical treatment including contraceptive treatment

### **Confidentiality**

**No member of staff or health professional can offer complete confidentiality to any pupil due to child protection procedures.**

Confidentiality is about information entrusted from one person to another. This information should not be used for another purpose without permission and will only be divulged with the consent of the pupil. Since the need to protect the pupil governs the degree of confidentiality, and may over ride it, it is not possible to promise absolute confidentiality (confidentiality policy for further guidance).

Within PSHE lessons ground rules are established at the beginning of each new piece of work. Pupils are reminded that the classroom is not an appropriate place to discuss information of a personal or confidential nature.

Health professionals adhere to their own code of conduct regarding confidentiality. When working in a classroom situation they are bound by relevant school policies. Outside of this, a health professional can give one to one advice or information.

### **Parental right to withdrawal from SRE**

We believe that all pupils are entitled to a planned SRE programme. However, parents and carers have a right to withdraw their child from some aspects of SRE programme, except for those parts included in

the National Curriculum for Science. Parents/carers wanting to withdraw their child from SRE must write a letter to the Headteacher. When the Headteacher receives such a letter he, or a designated member of SLT, will invite the parents/carers to a meeting. At this meeting the school will explain clearly what our policy is and seek to accommodate the wishes and/or concerns of the parents. At all times we welcome discussion with parents/carers and aim to work together on this matter.

### What happens if a child/ young woman is pregnant or requires emergency contraception?

Effective SRE should enable and encourage pupils to talk to a trusted adult if they are having or contemplating having sex. We need to consider the best interests of the pupil at all times. The law allows health professionals to see, and in some circumstances to treat, pupils confidentially, and part of this process includes counselling and discussion on how to talk with parents/carers. It is appropriate for school to encourage a pupil to directly access medical professionals in these circumstances. Where a pupil is not deemed to be 'Gillick competent', see confidentiality policy, parents may be informed in order to safeguard the pupil.

In the case of a young woman becoming pregnant whilst attending school, she will be encouraged to continue with full time education. A maternity risk assessment will be carried out by the School Counsellor, the School Nurse, parent/carer and the young woman together.

This will address the following:

- Handling heavy loads e.g. school bag / books
- Extremes of cold or heat e.g. warm extra clothing in cold weather
- Movements and posture around school e.g. use of stairs, corridors, P.E lessons, toilet access, rest/quiet area access
- Biological agents existing e.g. rubella
- Bullying from other pupils / reaction of school community

### Sexuality

Pupils, whatever their developing sexuality need to feel that sex and relationships education is relevant to them and sensitive to their needs (Dfes 0116/2000). In discussing sex and relationships we make it clear that all types of loving relationships are valid. Homophobic bullying and the emotional harm and distress caused by bullying relating to sexuality is specifically addressed within PSHE curriculum in Year 9.

Any incidences of physical, verbal abuse or bullying should be logged on the school's electronic reporting system. Staff are instructed to challenge inappropriate behaviour at all times.

## Appendix 1 – Sex and Relationships PSHE Curriculum

### Year 7

Units of work include an introduction to sex and relationship education, the importance of good ground rules and class expectations.

1. Introduction into SRE and PSHE. Who are you and what do you know about your body.
2. What is a relationship? The different types, good and bad relationships, pupils's relationships. The importance of respect.
3. Understanding puberty and how it changes a young person's body and mind. How to stay clean and healthy.
4. Signposting to the school nurse and other place where advice can be accessed. How sexting can be dangerous and the importance of understanding social media and the consequences of posting pictures online.

### Year 8

Units of work include a building of prior knowledge established in year 7 and developing the skills of enquiry and attitude towards safe/respectful sex and relationships. The topics covered are:

1. Recap on puberty, body changes and the basic nature of having sex and being safe.
2. Overview of contraception and a modelling of a condom demonstration.
3. Exploring the nature of teenage pregnancy.
4. Child Sexual Exploitation, what is it and what the key signs are and how to get help. Introduction into 'Think U Know'.

### Year 9

Units of work include a building of prior knowledge established in year 8 and developing the skills of enquiry and attitude towards safe/respectful sex and relationships. The topics covered are:

1. Introduction to STI's, symptoms, transmissions and consequences. How to stay safe and a condom demonstration.
2. Having sex for the first time and waiting for the right time for you, not everyone is doing it, being prepared with contraception and which was is best for you. Importance of family and parents.
3. Scenarios of other pupils and sharing and providing advice of the problem presented.
4. Reputation and first impressions count. Prejudice and homophobic bullying and the use of the internet/grooming.
5. Human sexuality, not everyone is the same and specifically the importance of understanding LGBT.

## Year 10

Units of work include a building of prior knowledge established in year 9 and developing the skills of enquiry and attitude towards safe/respectful sex and relationships. The topics covered are:

1. STI's, where to get help, what happened if you get one and a condom demonstration including the use of beer goggles.
2. Teenage pregnancy and abortion.
3. Dangers of internet posting and social networking sites as a source of child pornography. 'Take this lollipop' and 'think u know!'
4. Role play scenarios where pupils need help and advice. Looking at the sexual health service available to pupils and the GUM clinic.
5. Introduction of checking your own body (testicular and breast/cervical cancer).
6. The effects of drugs/alcohol on making the rights decisions.

## Year 11

The PSHE day will include a building of prior knowledge established in year 10 and developing the skills of enquiry and attitude towards safe/respectful sex and relationships. The topics covered are:

1. Condoms, benefits and how to use them properly, demonstration. Signposting to agencies in the North West/Nationwide and areas where contraception is available.
2. Teenage pregnancy, the cost, the issues, the delights, using the pregnancy bump. Family values and being single. The rights of the father/mother/grandparents. The effects of alcohol and drug use including smoking on pregnancy. Baby borrowers.
3. Internet safety/grooming and staying safe when out and about. Use of scenarios to give advice to and to show consequences.
4. The right to say no and what happens if you get accused.

Other opportunities:

- Assemblies relating to current trends
- Year 7 workshop regarding sexting and using social media and intimate pictures
- Parents evenings information point about CSE and other agencies to help
- CSE pupil ambassadors
- Enrichment activities
- Parent information evening at the Grand.

## Appendix 2 - SRE in Science

Key Stage 3

- The general principles of human reproduction.
- Effects of smoking and drinking during pregnancy.
- Research on ethical issues including IVF, surrogacy and experimenting on embryos.

## Key Stage 4

Recall that fertility in humans can be controlled by the artificial use of sex hormones: contraceptive pill and fertility drugs.

Explain sex inheritance, including the production of equal numbers of male and female offspring, using genetic diagrams.

Reviewed by Governors: Autumn 2016

Next review date: Autumn 2017