

# **Sex and Relationships Education Policy**

## **Introduction**

This policy was drafted in the light of DfEE guidelines (July 2000) and in consultation with the Headmaster, the Deputy Head, Director of Studies, Designated Senior Person, the PCT School Nurse and the PSHE Co-ordinator. Opinions of pupils were sought through the student school council.

The Headmaster submitted it to the Chair of Council (Governors) and recommended it for adoption. This policy provides information on how we provide Sex and Relationship Education as part of the Personal, Social and Health Education and Citizenship framework. This is in addition to the statutory National Science Curriculum topics.

This policy is available to all staff on the School intranet. A summary policy is available to parents on the School website with a full copy available on request.

## **What is Sex and Relationships Education?**

“It is lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.” [Sex and Relationships Education Guidance ref DfEE 0116/2000]

### **Aims and Objectives**

This school believes that the essential aim of sex and relationship education should be to provide pupils with the knowledge and skills to enable them to make informed and responsible choices now and in later life, emphasising the benefits of a healthy lifestyle. We think that sex and relationship education should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life.

We have prioritised the following objectives;

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

Learning about the values of family life and stable relationships.

Learning the value of respect, love and care.

Explore and clarify their attitudes towards friendships, sexuality and gender

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-esteem, self-respect and empathy for others.

Develop skills to negotiate and resist unwanted pressure

Learning to make choices based on understanding of differences and with the absence of prejudice.

Providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions, and to manage conflict.

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

Information about healthier, safer lifestyles

Accurate information about physical development, reproduction and contraception.

Promote the skills to build positive relationships and be aware of their emotions

### **Moral and Values framework**

Underpinning all aspects of life at Rossall for both staff and pupils are our four principles of behaviour. We believe in giving our best effort in all things at all times and fulfilling our commitments. We believe in trying to be a positive influence in all we do and encouraging others to do the same. We believe in being courteous, considerate and respectful to others. We believe in taking pride in ourselves, in our ideals and our environment.

The SRE policy will reflect this ethos to support the development of self-awareness, a sense of responsibility both for their own actions and towards family, friends and the wider community and understanding and respecting diversity regarding religion, culture and sexual orientation.

### **School Context**

Rossall is a co-educational boarding and day school catering for pupils from age 2 to 18. Rossall is located on the coast of North West England in Fleetwood, Lancashire. Our traditional boarding element is now complemented by a strong day pupil contingent and of our 650 pupils, ten percent are international pupils. Rossall is a rich and diverse community where every pupil is valued and encouraged to explore all of his or her talents.

We strive to develop in our pupils a lifelong love of learning, a sense of responsibility, and personal integrity. We are a community based on trust, mutual respect, and compassion, and every member of our School is expected to uphold these values.

The SRE policy detailed applies to the whole school community.

### **Links to Other Policies and Documentation**

The SRE policy, with the Drugs Education Policy, forms part of the PSHE policy. It should also be seen in context with the following policies:

Child Safeguarding  
Confidentiality  
Behaviour  
Diversity  
Anti-Bullying

Equal Opportunities  
Health and Safety  
Bereavement

## **The Policy references:**

DfEE Guidance for Schools [0116/2000]  
OfSTED 'Sex and Relationships' [2002]

## **Curriculum Content**

Please see Appendix 1 attached for breakdown of Curriculum Content across the Key Stages 1-4 and Appendix 2 for the PYP/PSHE Matrix, PSHE SOWs, ISC SOW and Science SOW.

## **Organisation and Delivery**

Teaching about sex and relationships is generally best provided as part of an integrated programme of Personal, Social and Health Education and Citizenship. The PSHE programme is developed to promote a positive climate in which pupils and adults feel able to talk honestly and openly.

In the Infant and Junior School PSHE is embedded into the PYP Curriculum within the Units of Inquiry (see attached Matrix in Appendix 2). In Years 7-9 SRE is integrated into the PSHE programme (see attached SOWs in Appendix 2).

Years 10 – 11 receive SRE within several off –timetable sessions during the academic year. In the ISC SRE is integrated into the PSHE programme for all year groups within the centre (see attached SOW in Appendix 2).

Pupils will normally be taught in mixed classes to encourage their awareness, respect and sensitivity towards each other's differences; however provision for single-sex groups is made as appropriate. There is a cohesive, graduated curriculum starting in Key Stage 1 through to Key Stage 4, supported by appropriate materials and resources.

In addition to PSHE and planned science curriculum for all pupils, aspects of SRE may also occur in RS, English, History and other subject areas. SRE also occurs indirectly through the promotion of the schools ethos within school life as a whole. E.g. School assemblies, Tutor Time.

The responsibility for the provision of sex and relationship education is held by the Headmaster. The responsibility for the taught sex and relationship education programme is held by the co-ordinator. In this role the co-ordinator, in consultation with relevant people will develop key stage plans and schemes of work taking into account the National Curriculum requirements, school priorities for the personal and social development of the pupils, local priorities and initiatives, racial and cultural differences, DfEE guidance on SRE, the special needs and maturity levels of individual pupils.

The PCT School Nurse will be invited to support the delivery of the SRE curriculum, with the support of other health professionals as appropriate. Other agencies/ visiting speakers may be invited to input into the programme. Any visiting speakers will be apprised of this policy and where they fit within the planned programme; there will be

discussions before any input, including confidentiality issues. No visitor will work with pupils in a classroom situation without a teacher present.

## **Specific Issues**

### **Parental Consultation and Right of Withdrawal**

The SRE policy is available to parents on their child entering the school. Parents and carers have an especially important role to play in SRE. They need to feel confident that Rossall's programme complements and supports their role. To enable this, parents with any concerns about the SRE programme are encouraged to talk with the PSHE co-ordinator in detail. During the SRE review process a parental questionnaire will be conducted to provide an opportunity for parental consultation.

In Junior School a letter advising parents that the SRE element of study is planned within the term is sent home allowing parents to contact school as appropriate.

We aim to support parents in their efforts to inform and support their children. We do this via the School website, school handbook, prospectus and pastoral parents' evenings.

It is important for parents to know that they have the right to withdraw their child from any SRE that falls outside the statutory curriculum delivered in Science (Education Act 1996). Any parents expressing concerns will be invited to speak with the Deputy Head and PSHE Co-ordinator, and to view materials and resources. Should they still decide to exercise this right school will make provision for the child to undertake supervised study during the SRE lesson time. The parent will be advised that they have an obligation to provide the information at home using information available from the DfES.

Dealing with Sensitive Information and Answering Difficult Questions Teachers will answer pupil questions appropriately and using their professional judgement, in line with this policy. There is no expectation that any teacher delivering SRE will automatically answer pupil questions, as this may infringe personal boundaries. However, in this instance, pupils will be advised to talk to their parents, another member of staff, or advised as to where they may be able to access information e.g. helplines, websites, leaflets etc.

### **Confidentiality Statement**

Teachers conduct sex education lessons in a sensitive manner and in confidence. In accordance with the DfEE 'Sex and Relationship Education Guidance' we will: ensure that all staff, pupils and parents/carers are aware of our policy on confidentiality how it works in practice and understand individual rights to confidentiality ensure that pupils 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 pupils are informed of sources of confidential support, for example, the school nurse, GP, external listener or local young person's advice

service. encourage pupils to talk to their parents or carers and give them support to do so.

If a teacher believes a pupil is at moral or physical risk or in breach of the law, it is their duty to ensure the pupil is aware of the risks and encourage them to seek support from their parents or child support agency where appropriate. In any circumstances where child safeguarding issues arise we will always follow the school's child safeguarding procedures (see child safeguarding policy)

## **Inclusion**

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. 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. 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.

Originally founded as a Church of England school we have evolved into a multi-cultural and multi-faith community. Taking these changes into account we aim to develop an awareness of, and interest in, the spiritual dimension of the individual, based upon accepted Christian values, whilst respecting and including individuals of other faiths. It is our intention that all Rossallians will leave School equipped with a set of moral values that will inform their decisions throughout the remainder of their lives.

## **Monitoring and Evaluation**

Both the policy and classroom delivery will be reviewed as part of the regular cycle of self review.

Provision for sex and relationship education, including the personal development of pupils, will be monitored, evaluated and reviewed by Senior Management and the PSHE co-ordinator.

The policy will be reviewed at least every two years and ratified by the Chair of Council.

## **Support and Training**

The Council acknowledge that the effective teaching of SRE, within the PSHE framework, requires particular skills and expertise. Those staff with specific responsibility for delivering the programme will be consulted as to their particular training requirements, and access to these will be through CPD. It is essential that those teachers delivering the programme are confident in their abilities, and in the support offered by this policy. As SRE issues may be raised in many different contexts across the school e.g. Tutorial time, informal discussion, all staff should have

the opportunity to attend awareness-raising sessions and to discuss whole-school issues e.g. through inset programme.

Council will also be offered an annual opportunity to be updated on any changes and developments.

Because of the changing nature of the content, issues of resourcing will be dealt with appropriately with PSHE/SRE being a consideration within the annual budget.

Signed by:

Headmaster

Chair of Council

**Date of Policy: September 2011**  
**Revision of Policy: September 2013**

## **Appendix 1**

### **Curriculum Content**

The Focus will be on the children being able to understand the importance of:

#### **In Key Stage 1**

Self esteem

The concept of growth and change

Showing respect

Relationships – family, friends; understanding others and respecting difference

Feelings

Knowing the correct names for the external parts of the body, including sexual parts

Personal hygiene

Knowing places that are safe and where to go for help

Making safe choices – saying no, when to keep a secret, when to tell

Knowing that we have rights over our own bodies.

#### **In Key Stage 2**

Life changes

Self esteem

Respect for their own and others bodies

Recognising risk/making safe choices – who has access to their bodies?

Resisting unwanted peer pressure

The influence of the media

How to access help

Feelings and emotional change (linked to puberty)

Bullying

Relationships (family, friends, love, marriage)

Understanding differences

Preparation for sexual maturity and the process of conception and birth

How changes at puberty affect bodily hygiene

In Key Stage 1 and 2 SRE is delivered through the Units of Inquiry in the PYP Curriculum and through the SEAL programme. (See attached PYP/PSHE Matrix)

#### **In Key Stage 3/4**

Physical and emotional changes at puberty

Looking after your body – keeping healthy during puberty

Respect and responsibility

Relationships – including marriage and parenthood

Assessing risk

Resisting pressure

Prejudice and discrimination linked to sexual identity and orientation

Body image and feeling good

Influence of the media

Accessing help and advice

Influence of the media

Sex and the law

STIs, including HIV and high- risk behaviours

The links between sexual behaviour and alcohol

Conception and contraception