



ELTHORNE PARK
— HIGH SCHOOL —

Sex & Relationships Education Procedure

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Committee – Curriculum

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1. AIMS

The aims of sex and relationship education (SRE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies
- SRE at Elthorne Park High School seeks to develop our values as a community (Proud, Prepared, Persevering & Principled).

We aim to develop attitudes and values through:

- Promoting respect, value, love and care of themselves and others including respect for individual and cultural differences
- Developing understanding and promoting sensitivity towards the needs and views of others and modelling appropriate behaviours
- Discussing moral issues including concepts associated with right and wrong; encouraging responsibility for their own actions and promoting positive self-images
- Exploring responsibility to the school, their family and the wider community.

We aim to develop personal and social skills through:

- Learning how to share and co-operate with others
- Experiencing being part of a community within the class, the school and the wider community, enjoying the benefits, and learning to accept the responsibilities this brings
- Enabling students to express preferences, communicate needs, make decisions, choose options that other people act upon and respect
- Supporting students in learning to understand appropriate and inappropriate behaviours and manage their own behaviour and emotions
- Enabling students to make choices and deal with the consequences that these may bring
- Enabling students to make choices based on an understanding/acceptance of differences and absence of prejudice
- Developing self-respect and empathy for others
- Developing self-awareness and self-esteem
- Developing skills to manage potential conflict and upset
- Learning how to assert oneself appropriately and safeguarding to avoid abusive exploitation.

We aim to develop knowledge and understanding through:

- Developing body awareness and physical control
- Developing an understanding of their ability to influence the environment
- Developing a knowledge of gender, growth and development
- Learning when privacy is appropriate and how to protect one's own privacy
- Promoting a positive attitude to body changes around puberty and developing the skills needed to cope with them
- Developing an understanding of physical feelings, including physiological responses to touch
- Developing an understanding of own and others' sexuality, sex health, emotions and relationships
- Learning about healthy lifestyles.

The aim of having a sex and relationship education policy is to clarify the provision of sex and relationship education to all students (including education about HIV and AIDS and other sexually

transmitted diseases) and the teaching of human growth and reproduction as set out in the national curriculum.

Our aim as a community is that students will achieve a clear understanding of the arguments for delaying sexual activity and resisting pressure. We aim to link sex and relationship education with issues of peer pressure and other risk-taking behaviour, such as drugs, smoking, alcohol and e-safety, and to ensure that our students understand how the law applies to sexual relationships.

At Elthorne Park High School we recognise that sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the importance of stable and loving relationships, family life, and about respect, love and care. Sex and relationship education provides students with factual knowledge and an understanding of the influences on young people, encouraging them to be aware of the options open to them and to take charge of decisions about their own behaviour. It encourages the development of personal and interpersonal skills, the awareness and respect of self and others and encourages reflection and responsibility. The policy will be promoted and implemented throughout the school.

Up until 2020, parents have the right to withdraw their children from the sex education part of the PSHCE programme and alternative arrangements will be made for their children's supervision. The request to withdraw must be made in writing to the head teacher. However, parents do not have the right to withdraw their children from the biological aspects of human growth and reproduction necessary under national curriculum science. The relationships and health aspects of PSHCE education will be compulsory in all schools from 2020.

2. Statutory requirements

Under section 3.6 of the National Curriculum, from 2020 SRE is compulsory from year 7 onwards.

Secondary schools must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

3. Policy development

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation – staff were given the opportunity to feed into the programme of study and make recommendations, reflected in our policy.
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meetings about SRE and the PSHCE curriculum
4. Pupil consultation – we investigated what exactly students want from their SRE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

SRE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

SRE involves a combination of sharing information, and exploring issues and values.

SRE is not about the promotion of sexual activity.

5. Delivery of SRE

Sex education is carried out principally within the Personal, Social, Health, Citizenship education (PSHCE) curriculum and according to current legislation. Biological aspects of SRE are also taught

and reinforced in the science curriculum, and other aspects are further expanded in religious studies (RS).

Materials and speakers are carefully chosen, appropriate to the needs and ages of our students and according to the national curriculum and SEND needs. Sex education is taught within the context of relationships and family life. The governing board considers, in liaison with the headteacher, how children may be taught about safeguarding, including E-Safety, through teaching and learning opportunities. Parents are informed of the programme and are welcome to view materials used in sex education or to discuss further with the tutor and PSHCE Coordinator.

Students also receive stand-alone sex education sessions delivered by a trained health professionals such as Brook SRE Charity.

Across all Key Stages, students will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life in a multitude of spheres (for example nuclear, LGBT+, marriage, cohabitation)

As part of our sex education programme, issues of contraception, HIV/AIDS, sexuality, unwanted pregnancies and abortion will be addressed. Facts are presented in an objective and balanced way, with students being encouraged to consider their attitudes and values. They will be made aware of the differences between fact, opinion, and cultural and religious beliefs through PSHCE and RS.

Our methods of teaching include presentations and small group discussion, visiting speakers, the use of worksheets, videos and textbooks.

Our teachers are aware that effective sex and relationship education may lead to disclosure of a child protection issue and will rely on the school's child protection policy to handle any such matter as confidentially as possible.

6. Roles and responsibilities

6.1 The governing board

The governing board will approve the SRE policy, and hold the headteacher to account for its implementation.

6.2 The Headteacher

The headteacher is responsible for ensuring that SRE is taught consistently across the school, and for managing requests to withdraw students from non-statutory/non-science components of SRE (see section 7).

6.3 Staff

Staff are responsible for:

- Delivering SRE in a sensitive way
- Modelling positive attitudes to SRE
- Monitoring progress
- Responding to the needs of individual students

- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/non-science components of SRE

Staff do not have the right to opt out of teaching SRE. Staff who have concerns about teaching SRE are encouraged to discuss this with the headteacher.

6.4 Students

Students are expected to engage fully in SRE and, when discussing issues related to SRE, treat others with respect and sensitivity in line with the Elthorne Way and wider school ethos.

7. Parents' right to withdraw

Parents' have the right to withdraw their children from the non-statutory/non-science components of SRE.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to students who are withdrawn from SRE.

8. Training

The PSHCE coordinator will also invite visitors from outside the school, such as nurses or sexual health professionals (e.g. Brook charity), to provide support and training to staff teaching SRE.

9. Monitoring arrangements

The delivery of SRE is monitored by H Thomas (PSHCE Coordinator) through:

- *Half termly learning walks*
- *Planned booklet looks*
- *Auditing of best practice through Year Leaders and Assistant Year Leaders*

Students' development in SRE is monitored by class teachers.

This policy will be reviewed by H Thomas / PSHCE Coordinator on an annual basis to reflect changes to statutory requirements or best practice. At every review, the policy will be approved by the governing board.

Students, staff and parent surveys are used to evaluate the effectiveness of the programme from a variety of viewpoints.