



SALTBURN
Learning Campus

All Learners Always Learning

Saltburn Learning Campus

Sex & Relationships Education (SRE) Policy

October 2017

DOCUMENT CONTROL

Date	Author	Version	Change Description	Approved / Quality Checked By & Date	Target Audience / Circulation	Document Review Date
09/10/2014	Mr Rees / Ms Ash	1	Combined SPS and HS policies into Campus policy	Curriculum Committee	All staff employed by SLC Campus, Governors and parents	October 2016
26/09/2017	Mr Rees / Ms Ash	1	Minor refresh and update of curriculum for Science. Ref to new guidance	Curriculum Committee	All staff employed by SLC Campus, Governors and parents	October 2019

Document Retention Period	Destroy 5 years after administrative use has concluded
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Saltburn Learning Campus

Sex & Relationship Education (SRE) Policy

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1. **CONTEXT**

This policy takes full account of the campus's legal obligations and the latest DfE 'Sex and Relationship Education Guidance' (2000) (September 2013 guidance www.gov.uk refers to SRE Guidance document July 2000 DFEE 0116/2000). The policy recognises the contents of 'Relationships education, RSE and PSHE' Policy paper – (March 2017). It will be revised prior to the normal review date should there be any changes to the government guidance. At the time of reviewing this policy the government has announced plans to fully review SRE in schools for teaching by 2019 (see link above). This will include the introduction of the new subject of 'relationships education' in primary school and renaming the secondary school subject 'relationships and sex education', to emphasise the central importance of healthy relationships.

The 'Every Child Matters' agenda is considered in relation to this policy and to the delivery of the SRE curriculum. Unicef's Rights, Respect, Responsibility ethos is embedded within the curriculum. In addition, it is becoming increasingly important to recognise the importance of e-safety as an integral part of SRE. As such the schools e-safety policy should be read alongside this document.

2. **WHAT IS SRE?**

The term *sex and relationships education – SRE* – is used in this policy rather than *sex education*. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

According to the latest DfE guidance SRE is:

'... lifelong learning about physical, moral and emotional development. It is about the understanding of 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'

DCSF 'Sex and Relationship Guidance', 2000 (September 2013 guidance).

The guidance suggests that SRE should have three main elements as follows:

Knowledge and understanding

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, sexual health, emotions and relationships
- Learning about contraception and a range of local and national sexual health advice, contraception and support services
- Learning the reasons and delaying sexual activity, the benefits to be gained from such delay
- The avoidance of unplanned pregnancy.

Attitudes and values

- Learning the importance of values, 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 and choices made
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse.

Saltburn Learning Campus addresses these three components through:

- The taught SRE programme
- Pastoral support for learners who experience difficulties
- Provision of appropriate information through leaflets and books in the library and the display of posters
- Involvement of other agencies e.g. school nurse

3. **WHY SRE?**

3.1. **Legal obligations**

Maintained secondary schools in England and Wales have a legal responsibility to provide a 'sex education' programme. They also have a responsibility to keep an up to date written statement of the policy they choose to adopt and this must be available to parents.

Section 1 of the Education Reform Act 1988 places a statutory responsibility upon schools to provide a broad and balanced curriculum which,

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school

Our campus Sex and Relationship education programme will provide:

- Accurate information and combat ignorance, prejudices etc
- Develop mutual respect and care for others
- Programme of study addressed through PSHE and Citizenship Schemes of Work and Lifeskills drop down days.

In compliance with requirements at Saltburn Learning Campus our up-to-date written policy statement is available to parents. The DfE Sex and Relationships Education Guidance 2000, the National Curriculum PSHE and Citizen guidance and the National Healthy Schools Standard support this legislation

3.2 **The needs of young people and the roles of schools**

The overall aims of the campus and National Curriculum are:

1. To provide opportunities for all learners to learn and to achieve;
2. To promote students' spiritual, moral, social and cultural development and prepare all students for the opportunities, responsibilities and experiences of life.

The aim is to prepare pupils to cope with the physical and emotional challenges of growing up, and to give them an elementary understanding of human reproduction.

The DfES 'Sex and Relationship Guidance' (2000) (September 2013 guidance) recommends that 'Effective sex and relationship education is essential if young people

are to make responsible and well informed decisions about their lives'. The campus has a key role, in partnership with parents/carers, in providing SRE. Research has shown that young people who feel good about themselves, and are knowledgeable and confident about sex and relationships, are more likely to be more discerning in their relationships and sexual behaviours and to have fulfilling relationships.

'Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to enter into sexual activity. Indeed it can help them learn the reasons for, and the benefits to be gained from, delaying such activity'.

3.3 **National and local support and guidance for schools to develop SRE**

Rates of teenage pregnancy, abortion and sexually transmitted infection in the UK are among the highest of all European countries. The Government has developed a comprehensive strategy to change this situation and SRE for learners in both primary and secondary school is seen, alongside other initiatives, as a key element.

'We must give teenagers the confidence and the information so they don't feel compelled to have sex. No one should become pregnant or contract a sexually transmitted infection because of ignorance'. Tony Blair in 'Teenage Pregnancy', Social Exclusion Unit Report, June 1999.

4. **A MORALS AND VALUES FRAMEWORK**

Our approach to SRE will be conducted within a clear morals and values framework based on the following principles:

- The value of stable and loving relationships
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion
- The right not to be abused by other people or be taken advantage of
- The right of people to follow their own sexuality, within legal parameters.

We also believe that students have an entitlement to:

- Age and circumstance appropriate SRE
- Access to help from trusted adults and helping services.

SRE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The campus' approach to SRE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias. We shall endeavour to have an approach that is educational, rather than one based on propaganda.

5. **EQUAL OPPORTUNITIES**

Young people may have varying needs regarding SRE depending on their circumstances and background. The campus strongly believes that all students should have access to SRE that is relevant to their particular needs. To achieve this, the campus' approach to SRE will take account of:

- The needs of boys as well as girls: Girls tend to have greater access to SRE than boys, both through the media (particularly teenage magazines) and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.

- Ethnic and cultural diversity: Different ethnic and cultural groups may have different attitudes to SRE. The campus will consult learners and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.
- Varying home backgrounds: We recognise that our students may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.
- Sexuality: On average, about 5% of our learners will go on to define themselves as gay, lesbian or bi-sexual (LGBT). Learners may also have LGBT parents/carers, brothers or sisters, other family members and/or friends. All our learners will meet and work with LGBT people. Our approach to SRE will include sensitive, honest and balanced consideration of sexuality. Our pastoral support will take account of the needs of LGBT students. We shall also actively tackle homophobic bullying.
- Special educational needs: We shall take account of the fact that some learners may have learning, emotional or behavioural difficulties or physical difficulties that result in particular SRE needs.

6. **A WHOLE CAMPUS APPROACH**

A whole campus approach will be adopted to SRE that actively involves the whole campus community. Delivery is through planned aspects within Science and Life Skills plus discussion or moral and social ethical issues which may arise from apparently unrelated topics in other National Curriculum subjects. As long as discussion takes place within the context of the subject being taught it will not be considered part of the SRE programme, and therefore not subject to parental right of withdrawal. All groups who make up the campus community have rights and responsibilities regarding SRE. In particular:

Executive Headteacher

The Executive Headteacher takes overall responsibility for this policy and its implementation and for liaison with the Governing Body, parents and the Local Authority, also appropriate agencies.

PSHE and Citizenship Co-ordinator (Lifeskills at Huntcliff School)

The co-ordinator with the Executive Headteacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to Sex and Relationships education and the provision of in-service training. Parents are the key people in teaching their children about Sex and Relationships by:

- Maintaining the culture and ethos of the family
- Helping their children cope with the emotional and physical aspects of growing up
- Preparing them for the challenges and responsibilities that sexual maturity brings.

Parents need to know that the campus' Sex and Relationship Education programme will compliment and support their role as parents and that they can be actively involved in the determination of the campus's policy. Parents will be encouraged to support the campus' Sex and Relationship Education and access to this policy. The co-ordinator will also make available the materials used in lessons to parent and arrange for any appropriate information meetings. It is their statutory right to look at the resources used to deliver the curriculum.

All Staff

Sex and Relationship Education is a whole campus issue. Staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

The senior management team (SLT) will endeavour to support the provision and development of SRE in line with this policy by providing leadership and adequate resourcing.

Teaching staff - Not all staff are involved in the campus's SRE provision. Some teach SRE through the Life Skills programme and some through science and other curriculum areas. However, all teachers play an important pastoral role by offering support to students. Any teacher can be approached by a learner who experiences a difficulty regarding sex and relationships issues.

Teaching approaches – learners receive information through a variety of approaches to enable moral issues to be explored through discussion and to acquire appropriate skills. The SEAL (Social and Emotional Aspects of Learning) approach should always be adopted. Where appropriate the involvement of health professionals will be encouraged, in particular when information regarding contraception is to be delivered.

Student Grouping – are taught in mixed ability and gender groups. However, the Key Stage 3 TYS roadshows are delivered in same sex grouping as evidence suggests this is more effective and allows students to ask gender specific questions, unless there is a specific need wherein arrangements will be made to teach learners in appropriate groupings. Teachers will be consulted about the campus' approach to SRE and aided in their work by provision of resources, background information, support and advice from experienced members of staff and access to appropriate training.

Non-teaching staff may be involved in a supportive role in some SRE lessons and also play an important, informal pastoral support role with students. They will also have access to information about the SRE programme and supported in their pastoral role.

Governors have responsibilities for campus policies. They will be consulted about the SRE provision and policy and have regular reports at Governor's meetings.

Parents/carers have a legal right to view this policy and to have information about the campus' SRE provision. The campus' approach to SRE will encourage dialogue between parents/carers and their children. Before each year group embarks upon its SRE programme, parents are informed by letter of their right to withdraw their child from SRE lessons (if appropriate) and given an overview of the topics the child will be covering. Parents are also reminded that they can have a copy of the campus' SRE Policy on request, from the campus office. Parents are also told that they can request to preview appropriate teaching resources that will be used in the delivery of their child's SRE. Parents have a right to withdraw their children from 'sex education' lessons which fall outside those aspects covered in the National Curriculum Science. It is important that a parent who requests that their child be withdrawn from SRE lessons should appreciate the impact of the social and emotional aspects of such exclusion, as it is likely that learners will discuss the content of the SRE lessons outside the classroom. Parents will be advised via letter annually for Y6 – 11.

Parental Partnership – under the Education Act 1993, parents have the right to withdraw their children from all or part of the SRE programme. Parents wishing to exercise that right are asked to make an appointment to meet their child's Year Leader/Assistant Head (Pastoral). Once a child has been withdrawn they cannot take part in later SRE without parental approval.

The campus will seek and take account of parent/carer views and endeavour to adopt a partnership approach with parents/carers. This will periodically include information/education workshops for parents/carers.

The school nurse plays a key role in SRE both in terms of input into lessons and provision of pastoral support for students. The campus will work in ongoing consultation and partnership with the school nurse and offer drop in sessions for Secondary learners.

Outside agencies and speakers are involved in input to SRE lessons and as points of referral as support services for learners. The campus will only work with agencies and speakers who are appropriate to learner needs. We shall work in partnership with them and jointly plan their work within the campus. The campus will also promote relevant helping agencies to which learners can gain access.

Learners have an entitlement to age and circumstance appropriate SRE and to pastoral support. They will be actively consulted about SRE needs and their views will be central to developing the provision.

7. **THE TAUGHT SRE PROGRAMME**

The SRE programme will be delivered as part of the campus's approach to Life Skills and Citizenship.

Year	Lifeskills / PSHE	Science
EYFS	Know that humans develop at different rates and that babies have particular needs. Be able to name parts of the body and understand the concept of male and female.	
Y1 & Y2	Know about personal safety e.g. People have rights over their own bodies and that there are good and bad touches. Begin to develop simple skills and practices which will help maintain personal safety. Appreciate ways in which people live and work together: listening, discussing and sharing.	Animals including humans.
		Living things and their habitats Animals including humans
Y3 & Y4	Know that there are many different patterns of friendship. Be able to talk about friendship with important adults.	Animals including humans
		Living things and their habitats Animals including humans
Y5 & Y6	Begin to know and have some understanding of the physical, emotional and social changes which take place at puberty. Know the basic biology of human reproduction and understand some of the skills necessary for parenting.	Living things and their habitats Animals including humans
		Living things and their habitats Animals including humans
Y7	Puberty Introduction to Relationships Media and Body Image Attitudes to Risk 100min SRE Roadshow provided by TYS (No Regrets) in same Gender groups	<u>Animal Sexual Reproduction</u> Sex cells Male and female reproductive system Sexual intercourse and pregnancy IVF Gestation and birth Puberty including the menstrual cycle
Y8	Peer Pressure Body Image Internet Safety Relationship, Sex and the Law 100min SRE Roadshow provided by TYS (No Regrets) in same Gender groups	

Y9	The link between Alcohol, Drugs and Sex Peer Pressure Body Image STI's Teenage Pregnancy and Contraception 100min SRE Roadshow provided by TYS (No Regrets) in same Gender groups	
Y10	50min SRE Roadshow provided by TYS (No Regrets) in mixed gender groups Issues of consent	Human Fertilisation Sex Chromosomes IVF, Genetic screening of embryos and abortion Knowledge of STI's specifically HIV & AIDS (guidance issued Oct 14) Family planning including scientific detail on how different forms on contraception disrupts the menstrual cycle http://www.sexeducationforum.org.uk/policy-campaigns/stis-in-science.aspx http://news.tes.co.uk/b/news/2014/10/01/government-aims-for-a-in-sexual-health.aspx
Y11	What could go wrong at a party Domestic Violence Sexuality 50min SRE Roadshow provided by TYS (No Regrets) in mixed gender groups	

SALTBURN LEARNING CAMPUS: SRE Provision Map 2014

8. **PASTORAL SUPPORT FOR LEARNERS WHO EXPERIENCE DIFFICULTIES**

8.1 **The nature of support available for LEARNERS**

The campus takes its role in the promotion of learners' welfare seriously. Staff endeavour to make themselves approachable and to provide caring and sensitive pastoral support for learners in a number of ways. Staff may be approached for help on an individual basis and through the tutorial pastoral system. They offer a listening ear and, where appropriate, information and advice. The campus nurse offers a health and support service to learners with a weekly drop in session available. Where appropriate, learners are referred to the school nurse and/or external helping agencies. The campus will keep up to date about the development of local services and national help lines for young people promote their existence for students and endeavour to form working relationships with local agencies that are relevant to student needs.

8.2 **CONFIDENTIALITY AND INFORMING PARENTS/CARERS**

Campus staff cannot promise absolute confidentiality if approached by a learner for help. Staff must make this clear to learners. Child protection procedures must be followed when any disclosures about abuse are made (see also the Confidentiality Policy, including Appendix A: Disclosure of a pregnancy, request for contraceptive advice).

It is essential that all staff who deliver SRE ensure that they always establish the ground rules of their lessons before they begin and that such ground rules are agreed by all present.

It is very rare for a learner to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement about whether or not a third party needs to be informed. This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the learner may be experiencing.
- The learner's age, maturity and competence to make their own decisions.
- Parents have a right to be informed of any issue which is causing their child concern. We will always handle this kind of situation with care and consideration. The Headteacher would consider if there are any special circumstances which temper this right.

Where it is clear that a learner would benefit from the involvement of a third party, staff should seek the consent of the learner to do so. If appropriate, staff might inform the third party together with the learner. Unless clearly inappropriate, learners will always be encouraged to talk to their parent/carer.

9. **SOURCES OF FURTHER INFORMATION**

This policy has drawn on:

- DFES 'Sex and Relationship Education Guidance' (2000)
- SRE and the School's Responsibility (DCSF June 2004)
- PSHE September 2013 Guidance on producing your school's SRE Policy

and should be read in conjunction with the following campus policies:

- Anti Bullying Policy
- Child Protection Policy
- Confidentiality Policy, including Appendix A: Disclosure of a pregnancy, request for contraceptive advice
- Single Equality Policy

Copies of these policies and further information about the delivery of SRE can be obtained from the campus.

Date of policy: October 17
Review date: Biennial

Appendix 1 – Ground rules for teaching of SRE

Answering learners' questions

The campus believes that learners should have opportunities to have their genuine questions answered in a sensible and matter-of-fact manner. However, occasionally a learner may ask a particularly explicit, difficult or embarrassing question in class. Teachers will use their skill and discretion to decide about whether to answer questions in class and, if so, how. They will establish clear parameters of what is appropriate and inappropriate in class by discussing ground rules with learners and by taking an approach that encourages learners to be mature and sensible.

A question box will be provided while the SRE programme is being delivered and the learners will be told that if there are any questions considered too explicit for that age group, they would not be answered. The judgement about which questions could or could not be answered would be based on whether or not it was closely relevant to the programme the campus has decided upon.

Confidentiality

Staff, parents and pupils need to understand campus procedures when presented with certain issues. Learners will be made aware that some information cannot be held confidential, and made to understand that if certain disclosures are made, certain actions will ensue. At the same time, learners will be offered sensitive and appropriate support.

The following procedures will be adhered to by all adults:

- i) Disclosure or suspicion of possible abuse – the campus's child protection procedures will be invoked (see relevant policy).
- ii) Disclosure of pregnancy or advice on contraception (see the campus's confidentiality policy re pregnancy or advice on contraception).

Language

During the SRE lessons, the correct terms for all body parts and functions will be used.

The approach to potentially controversial and sensitive issues

All staff are aware that everyone has views on SRE related issues. However, while it is respected that everyone has the right to their own viewpoint, all SRE issues are taught without bias. Topics are presented in a way that considers all viewpoints so that pupils are able to form their own, informed opinions but are also encouraged to respect the fact that other may have quite different viewpoints. Viewpoints that have a negative impact upon another person or group of people such as prejudice are always challenged.