



Where we aspire, nurture, personalise,
engage and promote success

Sex Education and Relationship (SRE) Policy

Date of Policy: December 2017

This policy was developed in response to the Education Act 1996, Sex and Relationship Education Guidance DfES 2000, the National Teenage Pregnancy Strategy, the National Healthy Schools Programme, PSHE Association Advice and the Sex Education Forum's policy guidance.

At Maplewell, we believe every student should leave school with the personal and social skills, knowledge and understanding, and attitudes and values, to have safe, fulfilling and enjoyable relationships, to take responsibility for their sexual health and well-being, and to meet the challenges of living in the 21st century.

Legal Status and Statutory Duties

The sex education contained in National Curriculum Science (Key Stages 1–4) is compulsory for all students at Maplewell. It is also compulsory for our pupils to have sex education that includes HIV and AIDS and other sexually transmitted infections.

We must also have 'due regard' to the Secretary of State's guidance on SRE (DfEE, 2000). This states that:

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13)
- Children should learn 'how a baby is conceived and born' before they leave primary school (1.16)

The guidance (1.18) states that secondary schools should:

- Teach about relationships, love and care and the responsibilities of parenthood as well as sex;
- Ensure young people understand how the law applies to sexual relationships;
- Link SRE with issues of peer pressure and other risk-taking behaviour, such as drugs, smoking and alcohol;
- Provide young people with information about different types of contraception, safe sex and how they can access local sources of further advice and treatment.

SRE for the 21st Century is Supplementary Advice to the government SRE guidance. It was produced in 2014 by Brook, the PSHE Association and the Sex Education Forum with the aim of supporting schools with issues that have arisen since 2000, such as safe use of online technology. It provides advice on specific issues including teaching about sexual consent, sexting, pornography, sexual exploitation, relationship violence and making SRE inclusive. It was produced independently of government, but the Department for Education has communicated to schools about the document saying that schools will welcome it.

SRE plays a very important part in fulfilling the statutory duties all schools have to meet. SRE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. We have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38). Updated government safeguarding guidance is now available (Keeping Children Safe in Education, 2014a) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM).

The Equality Act 2010 covers the way the curriculum is delivered. At Maplewell, we must ensure that issues are taught in a way that does not subject pupils to discrimination. We have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive SRE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect.

Definition

At Maplewell, we define Sex Education and Relationships (SRE) as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

SRE is lifelong learning about physical, sexual, moral and emotional development. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

The aim of SRE is to equip children and young people with the skills, knowledge and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and wellbeing.

SRE provides balanced, accurate, and up to date information about human reproduction, together with consideration of the broader social, emotional, ethical, religious, legal and moral dimensions of Sex and Relationships.

Our SRE programme aims to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- have the confidence and self esteem to value themselves and others;
- have respect for individual conscience;
- have the skills to judge what kind of relationship they want;
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships;
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex;
- communicate effectively by developing an appropriate vocabulary for discussing sex and relationships;
- develop awareness of their sexuality and understand human sexuality;
- challenge sexism and prejudice, and promote equality and diversity;
- understand the arguments for delaying sexual activity;
- understand the reasons for having protected sex;
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV;
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary;
- know how the law applies to sexual relationships.

Sex and Relationships Education takes place in Science lessons as part of the curriculum. This part of SRE is compulsory and parents do not have the right to withdraw their children from these lessons. Parents can withdraw their children from all other parts of Sex and Relationships Education.

Sex and Relationships Education also takes place as part of the school's Preparation for Adulthood programme.

Some elements of the Sex and relationships programme (Online safety; Grooming; Sexting; and Pornography) are delivered as part of our ICT curriculum.

Sex and Relationships Education also takes place as part of our intervention programme.

Sex and relationships topics can arise incidentally in other subjects, in a pastoral context, and in conversation outside of the formal classroom; it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. It is the responsibility of all staff to make sure that students are not exposed to misinformation and that, wherever possible, misinformation is dealt with immediately so that it does not lead to misunderstanding.

A parent's choice to withdraw a child from SRE does not affect a child's right to use confidential health services signposted, facilitated, or provided by or at the school.

Provision and Delivery

Aims and Objectives

At Maplewell, we aim to provide each student with Sex and Relationships Education that:

- is differentiated to take into account his/her learning difficulties and disabilities;
- is age-appropriate;
- is matched to their stage of development;
- is sensitive to cultural, sexual, gender, and religious beliefs and differences;
- gives all students the opportunity to discuss values, attitudes and behaviours;
- is factually accurate and up to date;
- supports family commitment and love, respect and affection, knowledge and openness;
- recognises that family is a broad concept not limited to the heterosexual, married, nuclear model;
- encourages students and teachers to share and respect each other's views;

- generates an atmosphere where the discussion of sex and relationships can take place without any stigma, judgment or embarrassment;
- recognises that parents are the key people in teaching their children about sex, relationships and growing up;
- recognises that the wider community has much to offer and aims to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

The broad aims of Sex and Relationships Education to develop students' personal and social skills, knowledge and understanding, and attitudes and beliefs are met by teaching students to:

Personal and Social Skills

- manage emotions and relationships confidently and sensitively;
- develop self-respect and empathy for others;
- make choices with an absence of prejudice;
- develop an appreciation of the consequences of choices made;
- manage conflict;
- be able to avoid inappropriate pressures or advances (both as exploited or exploiter).

Knowledge and Understanding

- understand physical development at appropriate stages;
- understand human sexuality, reproduction, sexual health, emotions and relationships;
- know about contraception and the range of local and national sexual health advice, contraception and support services;
- know the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- know about the nurture of children;
- know how to avoid unplanned pregnancy.

Attitudes and Values

- recognise the importance of values, individual conscience and moral choices;
- recognise the value of family life, stable and loving relationships, and marriage;
- recognise the value of respect, love and care;
- explore, consider and understand moral dilemmas;
- develop critical thinking as part of decision-making;
- challenge myths, misconceptions and false assumptions about normal behaviour.

Science

Preparation for Adulthood

At Maplewell, Sex and Relationship Education is delivered as part of the Preparation for Adulthood curriculum. Preparation for Adulthood has four broad outcomes. These are:

- Good Health;
- Employment;
- Independent Living; and
- Friends, Relationships and Community Inclusion.

Sex and Relationships Education contributes to all four Preparation for Adulthood outcomes.

In response to the Special Educational Needs of all of our students and the need for the curriculum to be highly differentiated, Preparation for Adulthood teachers have to have the freedom and flexibility to deliver Sex and Relationship Education topics at a time to meet the needs of the students in their classes. As a result, it is not desirable to specify exactly when a particular Sex and Relationship topic will be taught. However, the following table outlines the topics that may be taught and provides guidance on when that topic may typically be first delivered.

Key Stage	Topic
Key Stage 3	Periods; Puberty; Friendships; Social media and sexting; Grooming; Peer pressure; Support and health services; Homophobia; Parenting and child care;
Key Stage 4	Intimate relationships; Same sex relationships; Marriage; Abusive Relationships; Sexualised behaviour and the law; Consent; Contraception; Pornography; Pregnancy and child birth;
Key Stage 5	Gender identity and sexual orientation;

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.

Mr Cooper, a Specialist Leader of Education, and experienced and expert in PSHE including Sex and Relationships Education supports all teachers and support staff in the planning and delivery of SRE as part of the Preparation for Adulthood curriculum.

Preparation for Adulthood is assessed using the school's BEWISR assessment model. BEWISR is an acronym of the 6 Preparation for Adulthood learning objectives. These are:

- Body Health;
- Emotional Health;
- Work;
- Independence;
- Safety; and
- Relationships.

Sex and Relationships Education contributes to the assessment of all 6 Preparation for Adulthood learning objectives. Teacher, self and peer assessment strategies will be used to assess students' personal and social skills, knowledge and understanding, and attitudes and values.

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 topics 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 students, taking specialist advice where necessary.

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.

Right of Withdrawal of Students from Sex and Relationship Education

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 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.

British Values, Controversial and Sensitive Issues

Teachers have a professional responsibility as public educators to promote the fundamental British values of democracy; the rule of law; individual liberty; and mutual respect and tolerance of those with different faiths and beliefs.

Sex and Relationships Education inevitably means that teachers will have to lead discussions on controversial and sensitive issues. Teachers cannot impose their own values; It is important for teachers to distinguish their role as private citizens from their role as public educators. Teachers are forbidden by law from promoting partisan political views in the teaching of any subject in schools.

The Education Act 1996 requires school governing bodies, head teachers and local education authorities to take all reasonably practical steps to ensure that, where political, controversial, or sensitive issues such are brought to pupil's attention, they are offered a balanced presentation of opposing views.

In practice, this means:

- giving equal importance to conflicting views and opinions;
- presenting all information and opinion as open to interpretation, qualification and contradiction;
- establishing a classroom climate in which all pupils are free to express sincerely held views without fear;

It also means teachers seeking to avoid unintentional bias by:

- not presenting opinions as if they are facts;
- not setting themselves up as the sole authority on a subject;
- as far as possible, not giving their own accounts of the views of others, but, rather, letting the actual claims and assertions of protagonists speak for themselves;
- not revealing their own preferences in unconscious ways, e.g., facial expressions, gestures or tone of voice;
- not implying a correct opinion through their choice of respondents in a discussion;
- not failing to challenge a one-sided consensus that emerges too quickly in the classroom.

Teaching and learning Pedagogy

At times in SRE, teachers will be asking students to be very honest about very personal subjects. This can be very difficult for students. To help students

overcome their anxieties, SRE teaching has to be of a high quality. High quality SRE teaching and learning is underpinned by the following pedagogical approaches:

Meet and Greet

Teachers will welcome every student into the lesson personally. They will show them that they are pleased to see them, interested in them as people and there to support them.

Ground Rules

Teachers should establish principles of respect, confidentiality, honesty and trust from the start. They will plan a series of lessons that culminate in the class publishing a set of P4A rules. These will be displayed and every lesson will start with a rules reminder. These rules will be reviewed as the class grow.

Safe Talk

Teachers will establish systems for students to communicate their ideas and concerns in a variety of ways. They will introduce a comments box; use prompt cards for students to signal they have something to say in confidence; have a set of responses printed out that students can use to signal a response without speaking out. Teachers will introduce, and regularly return to, circle time. Teachers will explicitly teach social and communication skills.

Starters

Teachers will use a range of active and engaging starter activities to put students at ease.

Role Play

Role-play refers to activities where students simulate a scenario by assuming specific roles. In the classroom, students can work through a situation and practice behaviour for the real world.

Some students may play themselves while others are given roles that require them to behave in a way that they would not normally conduct themselves.

Some reasons to use role-play include:

- To depersonalise sensitive topics by distancing individuals from the subject;
- To give students the opportunity to practice a situation that they might encounter in their careers or personal lives;
- To help students gain empathy for others;
- To allow students to see how they might react to a situation;

- To change attitudes and/or behaviours.

Puppetry

A specific form of role-play and an effective distancing strategy, puppetry can be used in SRE lessons. Students can build their own puppets. Sock puppets are easiest.

Puppetry can be an effective teaching and learning strategy because:

- Mistakes in puppetry and puppet making allow students to take risks in a very low-risk way;
- Writing plays for a puppet allows students to take risks with accents, characters, and plots that they wouldn't try if they were required to act it out live;
- Students share with less risk, and the puppet makes the situation a lot more like a performance.

Storyboards

The storyboard teaching strategy helps students keep track of the main ideas and supporting details in a narrative by having them illustrate important scenes in a story.

Storyboarding can be used when texts are read aloud, or it can be used to help students summarize and retain main ideas of a story they have read to themselves.

Checking the thoroughness and accuracy of students' storyboards is an effective way to evaluate comprehension before moving on to more analytic tasks.

Confidentiality

Teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents or headteacher of any disclosure unless the headteacher has specifically requested them to do so.

In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:

- the young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice;
- child safeguarding issues will be considered, and referred if necessary to a teacher responsible for Safeguarding under the school's procedures;

- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

In any case where child safeguarding procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

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 confidentiality policy.

Monitoring and Evaluation of Sex and Relationship Education

It is the responsibility of the Preparation for Adulthood lead (Mr Cooper) to oversee and organise the monitoring and evaluation of SRE, in the context of the overall school plans for monitoring the quality of teaching and learning.

The Preparation for Adulthood programme will be treated as a subject department and undertake yearly self-evaluation which will be monitored by the Senior leadership Team.

The Governors are responsible for overseeing, reviewing and organising the revision of the Sex and Relationship Education Policy

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's Sex and Relationship Education policy, and on support and staff development, training and delivery.

**Headteacher
signature**.....

**Governor
signature**.....

**Pupil Representative
signature**.....

Date
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