



SEX AND RELATIONSHIP EDUCATION POLICY

Date for renewal/updates/review	March 2023
Named person responsible for monitoring	Headteacher
Agreed by Curriculum Committee	March 2020

Our aim is to give students life changing opportunities through educational achievement. We will motivate and inspire students through high standards of education and care to become successful, confident, independent and happy citizens.

POLICY FOR SEX AND RELATIONSHIP EDUCATION (SRE)

1. Overview

Our school

Sir William Ramsay School is an average-sized secondary school with a small sixth form. Students are representative of the diversity of minority ethnic groups within High Wycombe. The proportion of students with learning difficulties and/or disabilities is above the national average. The range of learning difficulties includes social, emotional and behavioural difficulties and moderate learning difficulties.

Arrangements for safeguarding are robust and are reviewed regularly. All staff are trained in child protection. The school has developed effective relationships with a range of outside agencies.

2. The Policy

What is SRE?

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. It is not about the promotion of sexual orientation or sexual activity”.

The objective of SRE is to help and support young people through their physical, emotional and moral development. This policy, embedded within

PSHCE, Science, and Philosophy & Ethics, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

Purpose

To ensure that throughout the School, all students are able to receive responsible and relevant Sex and Relationships Education, in line with the 'Best Practice' DFE (formally DfES) Guidance of July 2019, as well as in line with general values that are held in school.

In addition to the school's four key values, these specific associated values (based around **Respect** are):

- that individuals respect one another, and one another's views
- that individuals have the right to form their own opinions
- that in class discussions, therefore, on sensitive issues such as sex and relationships each pupil is free to express his or her own beliefs within agreed ground rules. He or she is, in addition, free to refrain from stating his/her own views
- that sexual behaviour, like other behaviour, should be something that takes place within a framework of respect for oneself and for others and that underlying it is a respect for the responsibility that accompanies all relationships, including those of the family

School environment, relationships and ethos

In our school we:

- ensure that students understand the effects that peer pressure, drugs and alcohol can have on their sexual behaviour and their relationships, and the risks that are associated with this
- lead students to understand attitudes that enable them to view their relationships in a responsible and healthy manner
- enable students to recognise and question gender stereotyping and prejudice and to be aware of issues relating to self esteem, sexuality and self image
- appropriately consider the diversity of our students in terms of age, religious beliefs or cultural background when planning and delivering lessons.

We value:

- People who are determined to achieve success by always doing the best that they can

- Effective partnerships between home, school and the community to benefit the personal and academic progress of students
- People who care by being kind, helpful, respectful and tolerant towards others;
- People who are honest and conduct themselves with integrity
- People who support and provide equal opportunities for all
- People who are keen to carry on learning throughout their life

We are committed to equality of opportunity and to developing inclusive practises which enable each student access to the curriculum wherever reasonably possible.

For all students the SRE programme aims to:

- provide lessons that are tailored to the age and to the understanding of the students;
- present information to all year groups in an objective, balanced and sensitive manner, providing information about the law regarding sexual behaviour and relationships where relevant;
- encourage the development of social skills and strategies which will enhance students' relationships with others and that will also reduce their risk of exploitation, misunderstanding and abuse;
- ensure that students understand the effects that peer pressure, drugs and alcohol can have on their sexual behaviour and their relationships, and the risks that are associated with them;
- lead students to understand attitudes that enable them to view their relationships in a responsible and healthy manner;
- enable students to recognise and question gender stereotyping and prejudice and to be aware of issues relating to self esteem, sexuality and self image;
- protect students from being taught lessons that are deemed inappropriate because of considerations of age, religious beliefs, or cultural background.

The curriculum for promoting SRE.

With reference to particular year groups, the school aims to -:

KS3 (Year 7 - 9)

- **Year 7** – In PSHE the school provides knowledge, understanding and opportunities to discuss issues about male and female puberty, menstruation, personal hygiene and the processes of human reproduction as well as life changes and respecting others. In Philosophy and Ethics students discuss Christian attitudes to abortion and attitudes to fertility treatment. In Science students study puberty and the human body.

- **Year 8** – In PSHE the school provides knowledge, understanding and opportunities to discuss issues about boyfriends, girlfriends, keeping safe and contraception, sexually transmitted infections, HIV and AIDS, high risk behaviour and habits of a lifetime. In Philosophy and Ethics students study Human relationships, Christian attitudes to marriage, what makes the perfect partner, attitudes to divorce, and attitudes to sex and contraception. In Science students study genetics and reproduction.
- **Year 9** – In PSHE the school provides knowledge, understanding and opportunities to discuss issues of sexuality, STIs, intimacy in the context of a long term relationship, problems that can occur in family relationships (such as arguments with parents), divorce, bereavement and other mental health issues, as well as helping to develop appropriate strategies for dealing with these.

KS 4 (Years 10 and 11)

- In PSHE the school provides knowledge, understanding and opportunities to discuss issues relating to pregnancy and abortion, marriage and parenting, and an awareness of global issues relating to sexual health and well-being.
- In each year and within the SOW and throughout the assembly programme students are provided with information about advisory services in relation to sex and relationships.

Provision and delivery

The SRE programme is delivered through the curriculum for PSHE, Science and Philosophy and Ethics. These subjects are overseen by the school's Senior Leadership Team and the curriculum leader for each subject who co-ordinates SRE within their specific areas. Within each subject SRE is delivered by form tutors and Heads of Year. Lessons are delivered to mixed sex form groups in PSHE and Philosophy and Ethics, as well as in Science groups which are additionally set by ability.

Students are required to follow agreed 'ground rules' for discussion in their lessons. As teachers and other adults involved in SRE will sometimes hear disclosures that suggest a child may be at risk of abuse, or where other issues of child safety are concerned, there cannot be any offer or guarantee of absolute confidentiality over information disclosed by students and staff will follow the guidance provided by the school's Confidentiality Policy as necessary. It is essential that all are aware of the school's Child Protection Policy. A copy of this is available from the school's designated teacher for child protection who is the DHT – Safeguarding, SEN and Inclusion.

Outside agencies are used by the school to help guide and support teaching and SOW planning include:

RUSAFE
Schools Police Liaison Officer
Aspire Outreach Workers

Any material they deliver is discussed before, and evaluated after their visits with the Curriculum Leader in accordance with the SRE policy.

Monitoring and Evaluation

The aspects of SRE that are delivered within Science and Philosophy and Ethics are monitored and evaluated by those subject teachers. The aspects of SRE that are delivered within the PSHE programme are monitored and evaluated by the Curriculum Leader and class teacher. Each student has a work book that contains examples of what they should attain at the completion of each “Key Stage” in PSHE so that their progress can be assessed. Each term, teachers and students undergo a teacher, pupil, and peer assessment to ensure that pupils are also involved in the assessment process. Throughout the SOW students also have assessment tasks as part of their lessons as outlined in “Assessment, Evaluation and Sex & Relationships Education, a practical toolkit for education, health and community settings” book (Blake & Muttock; published by the National Children’s Bureau). Governors are involved in monitoring the provision of SRE. The PSHE coordinator uses information from outside agencies (some of which are listed above) to review the learning objectives that are appropriate for students in Years 7-13. The PSHE coordinator also ensures that resources are kept up to date and that teachers planning SRE lessons are aware of any relevant new resources that are available.

Until September 2020, parents have the right to withdraw their children from SRE lessons that fall outside those aspects covered in the National Curriculum science lessons. Parents do not have to give their reasons for withdrawing their children, but will be made aware of the implications of removing children.

In PSHE parents are able to contact the school, Curriculum Leader or subject Coordinator to inform them of the student’s withdrawal from a specific lesson (this can be done via the student planner, telephone, note, or arranged meeting). The Curriculum Leader will then make arrangements for that student to join another group during the lesson or work with them on another topic during that lesson.

Approaches to teaching and learning

Our school helps young people develop confidence in talking, listening and thinking about sex and relationships. A number of teaching strategies help this, including:

- Establishing ground rules with pupils (see the school's Behaviour Policy)
- Using 'distancing' techniques
- Knowing how to deal with unexpected questions or comments from pupils
- Using discussion and project learning methods and appropriate materials
- Encouraging reflection
- Baseline, Formative and Summative assessment
- Private reflection, self-assessment, peer assessment, structured assessment
- Process evaluation

To facilitate pupils learning in SRE:

- ✓ The purpose of each lesson is made clear with clear aims and objectives set at the start of the lesson and plenaries planned and delivered within the lesson (see school lesson planning guidance)
- ✓ Appropriate learning experiences are planned and meet the needs of all the pupils in the class (lessons are planned and set with differentiation in mind)
- ✓ Learning experiences draw on pupils' own experiences or existing knowledge and provide a range of opportunities for pupils to learn, practise and demonstrate skills, attitudes and knowledge;
- ✓ Time is given for pupils to reflect and consolidate their learning;
- ✓ Pupils are encouraged to take responsibility for their own learning and to record their own progress (see student work book and range of teaching styles used)
- ✓ Attention is given to developing a safe and secure classroom climate (see school policies).

Celebration of achievement- Assessment, Recording and Reporting

As with any learning process, assessment of pupils' personal, social and emotional development is important. It provides information which indicates pupils' progress and achievement and informs the development of the programme.

Pupils do not pass or fail within this area but have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on pupil's self-awareness and self-esteem.

Working with Parents

Our school seeks to work in partnership with parents to provide effective SRE. Parents need to know that the school's SRE programme will complement and support their role as parents and that they can be actively involved in the determination of the school's policy.

The school will consult with parents in regards to its SRE policy via statements and information on the Website. In addition, a Parents Forum has been established and will focus on SRE to inform parents on the syllabus and to give parents the opportunity to contribute to the programme where necessary. Clearly some issues that are included in the SRE programme will be contentious to some parents and the forum will provide the opportunity for the school to deal with those issues in a sensitive manner that is appropriate to any concerns that are raised.

The School website (www.swr.school/) offers a range of information of useful contacts and information to help parents around the issues of safe relationships, resilience, contact details and of professionals who can support together with e-safety. This is reviewed regularly and updated.

The policy will kept under constant review. Additional information can be found in the SOW for PSHE, Science and Philosophy and Ethics.