



Sex and Relationships Education (SRE) Policy

We monitor the impact of all policies on pupils, staff, parents and governors with particular reference to the impact on the progress and wellbeing of pupils. As a community school we believe that our policy should reflect our ethos, which calls us to strive for 'excellence through endeavour'.

Responsibility	Student and Community Committee	
Ratification date	25/05/2017	
Review cycle / date	3	Summer 2020
Reference	003/1	

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1. School vision

All governors and staff will strive to ensure that all pupils are valued as individuals, who are recognised for their talents, fully included within the school community and provided with every opportunity to achieve 'excellence'. We expect all pupils to emerge as confident, resilient individuals, who can build positive relationships and demonstrate commitment in everything they do.

Pupils at RTS will:

- Be confident and happy individuals who can build positive relationships with others and work purposefully towards achieving their very best at all times.
- Possess the knowledge, communication and technical skills necessary for success as they move into further education and the workplace.
- Have the motivation to work independently and conscientiously to achieve qualifications that reflect their full ability.
- Become lifelong learners with an insatiable curiosity about the world around them and a shared responsibility for their peers, the environment and wider society.

2. Legislation and guidance

This policy is written in line with the requirements of:

Under the Education Act (1993)

Education Reform Act (1998)

DfE Guidance on Sex and Relationships (0116/2000)

DfE supplementary guidance SRE for the 21st Century (2014)

3. Relevant policies

- ◆ Confidentiality (Privacy)
- ◆ Curriculum policy
- ◆ Safeguarding and Child Protection

4. Definition

SRE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

5. Introduction

The Richmond upon Thames School (RTS) is an inclusive school. We believe that all pupils can flourish and reach their full potential. We will endeavour to meet the entire range of learning needs by ensuring that pupils are given equal opportunities in every aspect of school life.

6. Aims and objectives

6.1. Aims

The aim of SRE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our SRE programme aims to prepare pupils 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 and respect for individual conscience and 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 appropriate terminology for sex and relationship issues.
- 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.

In this school SRE has three main elements, all of which are important for a balanced SRE programme:

Attitudes and Values

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning about 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;
- challenging myths, misconceptions and false assumptions about normal behaviour.

Personal and Social Skills

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

Knowledge and Understanding

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

6.2. Objectives

The SRE Programme at RTS seeks to:

- Provide knowledge about loving relationships in all of their forms (including heterosexual and LGBTI) the nature of sexuality and the processes of human reproduction.
- Develop understanding and explore attitudes in order to enable pupils to view their relationships in a responsible and healthy manner.
- Provide a programme, which is tailored to the age and also the understanding of pupils.
- Present information in an objective, balanced and sensitive manner, which has an awareness of the law on sexual behaviour.
- Encourage the development of social skills and strategies, which will reduce the risk of sexual exploitation, misunderstanding and abuse.
- Allow pupils to examine the physical and emotional implications of sexual behaviour and to appreciate the need for all genders to behave responsibly in sexual matters.
- Develop awareness of their gender and sexual identity, and to challenge sexism, homophobia, biphobia, transphobia and prejudice in society.
- Ensure that pupils have a clear understanding of sexual and reproductive biology, including knowledge of HIV and other sexually transmitted diseases.
- Make pupils aware of the unrealistic nature of pornography both physically and emotionally.

7. Policy implementation

7.1. Approach

- Teachers and all those contributing to the SRE programme will work within the RTS vision as set out in this policy.
- SRE Education will be part of a planned, cohesive and coherent Health Education Programme, delivered in all years from Year 7 to Year 11.
- All RTS pupils will have equal access to SRE. Topics will be revisited in order to allow provision for previous absence, different levels of understanding and maturity.
- The programme structure will allow teachers to differentiate materials and approaches to suit pupils of different learning abilities.
- All staff will receive training and where appropriate engage in joint planning.
- There will be Full Governing Body involvement in the future development and monitoring of this policy.

7.2. Inclusion

- **Ethnic and Cultural Groups:** 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.
- **Pupils with Special Needs:** 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.

- **Sexual Identity and Sexual Orientation:** 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.

7.3. The SRE Curriculum

- RTS specifically delivers SRE through our *Personal, Social, Health, Citizenship and Economic (PSCHE)* education Programme which is taught during form group sessions, assemblies and intensive learning days. SRE is also taught through RE, Philosophy and Ethics and Science lessons at KS3, and KS4.
- Much of the Sex and Relationship Education at RTS takes place within PSCHCE lessons. Tutors generally deliver the PSCHCE Curriculum with support from professionals where appropriate. Form tutors work closely with their tutees over a number of years and we believe that they are usually the best people to work with the pupils on many of the SRE topics as they are aware of each pupil's individual circumstances.
- SRE lessons are set within the wider context of the PSCHCE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included.
- The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.
- The PSCHCE Programme and Science National Curriculum is taught in every year.
- Any SRE lesson may consider questions or issues that some pupils 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 pupils 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 pupils, the question may be dealt with individually at another time.
- More expert or specialist teachers support tutors who are uncomfortable with teaching certain aspects of the curriculum. Support is offered with the year team or from the PSCHCE co-ordinator who will help with planning or delivery lessons if required.
- Assessment is carried out at the end of every module and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

8. Working with Parents and their right to withdraw their children from elements of SRE

8.1. Working with Parents

- All pupils within the school will have equal access to SRE. We will revisit topics to allow provision for previous absence and different levels of understanding and maturity.
- The programme structure will allow teachers to differentiate materials and approaches to suit pupils of different learning abilities.
- Parents are the key people in teaching their children about sex, relationships and growing up. The school is committed to supporting parents in this area of bringing up their children. The school believes that the SRE programme is of the utmost importance for all pupils.
- Parents/carers are very welcome to meet members of staff to discuss any concerns they may have and to view the teaching materials.

8.2. Parental right to withdrawal their children from SRE

- Under the Education Act 1993, parents have the right to withdraw their children from either part, or all, of the Sex Education provided by the school (this does not include aspects of Sex Education covered by the Science National Curriculum).
- Parents wanting to exercise their right to withdraw their children from elements of SRE are invited to write to the Headteacher in the first instance.

9. Confidentiality, Controversial and Sensitive Issues

See our confidentiality policy which covers more topic areas including SRE.

- 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 protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection 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 protection 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 pupil, but in a classroom situation they must follow the school's confidentiality policy.

10. Child Protection

Disclosures on matters relating to child sexual abuse are dealt with in the School Child Protection Policy.

11. Staff support and professional development

The Senior Leadership Team will take active steps to ensure that its workforce is both aware of and adheres to the aims and stated outcomes that are contained in this policy. This will be reflected in the strategy for staff professional development.

12. Policy review and development

This policy will be:

- Developed with staff, parents/carers and the school's Governing Body.
- Reviewed by the Governing Body in accordance with the school's Policy Review cycle.

- It is the responsibility of the Head Teacher with the PSHCE Co-ordinator to oversee and organise the monitoring and evaluation of PSHCE, in the context of the overall school plans for monitoring the quality of teaching and learning.
- The Governing Body's Student and Community committee is 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 pupils. This includes evaluating and commenting on the school's sex and relationship education policy, and on support and staff development, training and delivery.

13. Appendix 1

Sex and Relationship Education (SRE)

Web Summary

Introduction

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Aims

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Implementation

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Working with parents

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