



**Education
Partnership
Trust**

Creating outstanding schools
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SEX AND RELATIONSHIP EDUCATION POLICY



Document Control

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| This document has been approved for operation within: | All Trust Establishments - Secondary |
| Date effective from | September 2019 |
| Date of next review | September 2020 |
| Review period | Annually |
| Status | Statutory - Trust |
| Owner | Education Partnership Trust |
| Version | 1 |





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1.0 Introduction

- 1.1 Our school recognises the importance that SRE can play in contributing to the development of healthy young people and this policy is designed to ensure that our students have access to all the teaching and resources that are required to enable them to make prudent judgements about sex and relationships.

2.0 Aims

- 2.1 The aims of relationships and sex education (RSE) 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

- 2.2 The objective of SRE is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

2.3 The school will aim to:

- Foster self-esteem, self-awareness and a sense of personal moral responsibility
- Encourage self-respect and consideration for others
- Help develop skills in communication, decision-making and assertiveness
- Prepare students to avoid unnecessary risks and dangers

Objectives

- 2.4 The school will endeavour to deliver sex and relationship education within a moral and values framework. This will be done through:
- Promotion of abstinence before the age of consent
 - Promotion of committed relationships and the value of family life
 - Teaching self-respect, dignity, self-restraint and respect for others
 - Promotion of tolerance of all types of relationships, religions, and personal views
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- Encourage students to reflect on their own relationships to develop an understanding of themselves, their sexuality and that of others so that their attitudes in relation to sexual activity are caring and responsible.
- Ensure that students appreciate the benefits of stable married life and the responsibilities of parenthood.
- Help students recognise the physical, emotional, and moral risks of casual and promiscuous sexual behaviour
- Present biological facts in an objective and balanced manner and to use appropriate terminology to enable students to discuss issues without embarrassment or fear of ridicule.
- Develop an awareness of an individual's legal responsibilities in relation to sexual behaviour.
- Ensure other models of family and relationships are recognised and understood.
- Using up to date information and resources
- Ensuring staff are confident in delivering sex education and using specialists to deliver areas of the curriculum where appropriate
- Regular reviewing of the SRE programme to ensure it meets the needs of students

2.5 These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

3.0 Definition of Sex and Relationship Education

3.1 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.

3.2 SRE involves a combination of sharing information, and exploring issues and values. SRE is not about the promotion of sexual activity.

3.3 SRE is "lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is about the teaching of sex, sexuality and sexual health. It is also about the development of the student's knowledge and understanding of himself/herself as a sexual being, about what it means to be fully human, called to live in a right relationship with oneself, others and being enabled to make moral decisions according to an informed conscience.

4.0 Roles and Responsibilities

4.1 **Governors:** in accordance with Section 404 of the Education Act of 1996 the governing body will keep the school's policy for SRE up to date, in consultation with parents and will make copies of the policy available to them. We will make known to parents their right under Section 405 of the 1996 Act to withdraw their children from all or part of SRE provided at school except for those parts included in the statutory National Curriculum.

- 4.2 **Assistant Headteacher** (line manager of SRE): To enable an annual evaluation of SRE within the school ensuring a clear strategy for advice and guidance, this is appropriately resourced and meets the school's legal requirements
- 4.3 **PSHE Coordinator**: to ensure that the school maintains its high level of SRE provision for all students at all times overseeing tutors/heads of department and external agencies ensuring SRE is delivered. This includes, planning and implementation of SRE throughout the school, supporting teachers in the delivery of SRE, managing SRE resources and leading a partnership approach with outside agencies. **Teachers**: all teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their students. Teachers will be expected to teach SRE. Appropriate training will be made available for all staff teaching SRE.
- 4.4 **Students**: all students should be willing to listen and ask questions whilst being aware that a variety of other views exist regarding moral issues related to SRE. They will be expected to have a concern for, and accept responsibility for, his/her knowledge and understanding of his/her sexual development. The Wider Community: the school will make appropriate use of external agencies and their personnel. All outside speakers and visiting agencies will meet with PSHE Co-ordinator to discuss content and delivery of sex education related to topics. They will be made aware of School's Sex and Relationship Education policy and be expected to work within it. Visiting speakers will always be seen as a way of enhancing the programme not as a substitute for it.
- 4.5 **Parents**: recognising that parents are the primary educators of their children, the school will seek to support them in this task.
- 4.6 We will ensure that parents are kept informed of SRE within Pleckgate, and of our expectations of their children. Any parents wishing to withdraw their child from the sex education programme should write to the Head Teacher clearly stating their case and a meeting will be arranged with the PHSE Co-ordinator to discuss the issues.

5.0 Delivery

- 5.1 SRE will be taught as part of the timetabled curriculum in year 7, Science and RE curricula. It will also be enhanced through super learning days. For students who are absent during these days catch up sessions will be provided.

6.0 Parents' right to withdraw

- 6.1 Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

6.2 Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

6.3 A copy of withdrawal requests will be placed in the student's educational record. The headteacher will discuss the request with parents and take appropriate action.

7.0 Training

7.1 Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

7.2 The PSHE co-ordinator will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

8.0 Complaints Procedure

8.1 Any complaints about the sex education curriculum should be made to the Headteacher to be dealt with in line with the school's complaint policy.





Appendix 1: By the end of secondary school students should know

| TOPIC | STUDENTS SHOULD KNOW |
|----------|--|
| Families | <p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <p>How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</p> |



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| Respectful relationships, including friendships | <p>The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</p> |
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| TOPIC | STUDENTS SHOULD KNOW |
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| Online and media | <p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p> |
| Being safe | <p>The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</p> <p>How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</p> |
| TOPIC | STUDENTS SHOULD KNOW |



Intimate and sexual relationships, including sexual health

How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship

That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing

The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women

That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others

That they have a choice to delay sex or to enjoy intimacy without sex

The facts about the full range of contraceptive choices, efficacy and options available

The facts around pregnancy including miscarriage

That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)

How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing

About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment

How the use of alcohol and drugs can lead to risky sexual behaviour

How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS

| | | | |
|--|--|-------|--|
| Name of child | | Class | |
| Name of parent | | Date | |
| Reason for withdrawing from sex education within relationships and sex education | | | |
| | | | |
| Any other information you would like the school to consider | | | |
| | | | |
| Parent signature | | | |

TO BE COMPLETED BY THE SCHOOL

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| Agreed actions from discussion with parents | |
| | |

