



**Archers Brook SEMH Residential School**  
**Sex and Relationship Education Policy**







This policy has been written in consultation with governors, staff, parents, pupils and the wider community.

“All schools must have an up to date SRE policy which is made available for inspection and to parents. The policy must:

- Define sex and relationship education;
- Describe how sex and relationship education is provided and who is responsible for providing it;
- Say how sex and relationship education is monitored and evaluated;
- Include information about parents’ right to withdrawal; and
- Be reviewed regularly”

Sex and Relationship Education Guidance (DfEE 0116/2000)

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health. Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

### **Policy Aims**

The aim of SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This will take place with consideration of the qualities of relationships within families.

The Governing Body and Head Teacher have consulted with parents, staff, pupils and members of the wider community in order to develop this policy which has the following aims:

- To provide the knowledge and information to which all pupils are entitled;
- To raise pupils’ self esteem and confidence, especially in their relationships with others;
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities;
- To develop pupils’ skills for a healthier safer lifestyle;
- To develop pupils’ communication skills and assertiveness skills to cope with the influences of their peers and the media;
- To provide a description of how SRE is delivered, monitored and evaluated in the school;
- To help pupils learn to respect and care for their bodies;
- To prepare pupils for puberty and adulthood;
- To help pupils learn how to gain access to information and support.

## **Policy Development, Dissemination and Review Process**

This policy was developed in consultation with parents, the school nurse, governors and pupils.

The policy is made available to teaching and non-teaching staff, community partners and visitors to SRE via the school office. Parents/carers may request at any time to see school policies.

The policy will be reviewed every two years by the PSHE coordinator in consultation with the above representatives.

## **Pupil Consultation**

SRE should be audited and reviewed regularly to ensure that it meets the needs of the young people it is aimed at. All children and young people are entitled to good quality SRE that meets their needs. Every Child Matters, along with the National Healthy Schools Programme, expects schools to involve children and young people to have a say in developing policies and practice in school.

## **Values Framework**

As part of sex and relationship education, pupils should be taught about the nature and importance of marriage for family life and bringing up children. But the Government recognises – as in the Home Office, Ministerial Group on the Family consultation document *Supporting Families* - that there are strong and mutually supportive relationships outside marriage. Therefore pupils should learn the significance of marriage and stable relationships as key building blocks of community and society. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances.

All those who teach aspects of SRE within school, including visitors, are expected to be guided by the following values framework which represents the values held in common by the whole school community. The teaching of SRE will encourage students to:

- Value and respect themselves
- Value and respect others for who they are, not for what they have or what they can do
- Value healthy sexual relationships which are based on mutual respect, care and goodwill
- Value and respect difference in people's religion, culture, sexual orientation, physical and mental ability and social background
- Value and respect their own and others' rights to make choices in sexual relationships after having accepted responsibility for considering the consequences of those choices
- Value stable and loving relationships for the nurturing of children and as the basis of a society in which people care for one another

The personal beliefs and attitudes of teachers will not influence the teaching of sex and relationship education in this school.

## **Learning Outcomes for SRE within the School**

By the end of Key Stages 3 and 4 pupils will have had opportunities to gain knowledge and skills necessary to build and maintain healthy relationships including sexual relationships. They will also have considered their own and others' attitudes towards relationships as they begin to develop positive values which will guide them in making healthy choices in their future relationships.

Where needed, teaching staff will ensure KS1 or 2 learning outcomes are recognised.

The following learning outcomes guide the teaching of SRE in this School:

- [See *learning outcomes in OFSTED Sex and Relationships*, OfSTED (2000) [www.ofsted.gov.uk/publications](http://www.ofsted.gov.uk/publications) as a basis for planning the school's SRE]

## **The organisation of Sex and Relationship Education**

SRE is co-ordinated by the SLT and is taught within the PSD programme at Key Stages 3 and 4. Biological aspects of SRE are taught within the Science curriculum and moral aspects are tackled by well-prepared staff who are conscious of the framework and sensitivities of ethnicity/religion and gender identity. The school nurse delivers a series of lessons following a planning meeting with PSD coordinator and relevant staff.

A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of small group work, media, discussion, case studies, drama and role-play. Ground rules and distancing techniques are used to establish a safe environment to facilitate discussions and students are encouraged to reflect on their learning. Sex and relationship education is usually delivered in mixed gender groups. However, there may be occasions where single gender groups are more appropriate and relevant. The programme content has been agreed in consultation with governors, parents and teaching staff.

## **Use of Visitors**

"Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator's and teacher's responsibility to plan the curriculum and lessons."

Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11

Visitors to school, such as parents, health professionals and members of voluntary organisations, may be invited to plan and contribute to SRE lessons. They will be given a copy of this policy and will be expected to work within the values framework described within. The PSHE co-ordinator will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the school's SRE programme. A teacher will be present during the lesson.

## **Terminology**

OfSTED guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people.

## **Dealing with Difficult Questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. This may involve referring the child back to their parent/carer, school health advisor/school nurse or young person's health drop-in service for an answer or seeking advice from the PSHE coordinator or senior pastoral lead.

## **Children with Special Needs**

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

## **Monitoring and Evaluation of SRE**

The PSHE co-ordinator collects evidence for the monitoring and evaluation of the SRE programme by means of lesson observations, monitoring lesson plans and gathering feedback from teachers and pupils. Feedback is obtained from group discussions with teachers and pupils and feedback forms. Parents' views are invited at parents' evenings and by feedback forms. The PSHE co-ordinator holds an annual review meeting with the school nurse in order to review the evidence and plan the next year's programme. Any staff development needs will also be identified. SRE issues will be included in the induction programme for all new members of staff.

## **Working with Parents**

Schools should always seek to work in partnership with parents. This is essential to effective sex and relationship education.

The teaching of some aspects of sex and relationship education might nevertheless be of particular concern to some parents. Teachers have a responsibility to ensure the safety and welfare of pupils and because teachers therefore act in loco parentis, parents may need to be reassured that the personal beliefs and attitudes of teachers will not influence the teaching of sex and relationship education within the PSD framework.

Teachers and all those contributing to sex and relationship education at Archers Brook are expected to work within our agreed values framework as described in the school's Equality policy

The role of parents as sex educators is emphasised in the Home Office strategy, "Supporting Families", as is their need for support from professionals.

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National and local media campaigns will target parents and this school will sign post opportunities for parents to be supported.

This school will always seek to work in partnership with parents, consulting them regularly on the content of sex and relationship education programmes.

### **Parents who Withdraw their Children**

Parents have the right to withdraw their children from all or part of the sex and relationship education provided at school except for those parts included in the statutory National Curriculum. This school would make alternative arrangements in such cases. The DfEE offer schools a standard pack of information for parents who withdraw their children from sex and relationship education which we would share as needed.

### **Withdrawal of Students from Sex and Relationship Education and Complaints Procedure**

The school will inform parents/carers when aspects of the sex and relationship education programme are taught (this may be done simply by announcing in the school's newsletter in some instances).

Parents are informed of their legal right to withdraw their child from SRE via letter notification. Any parent wishing to withdraw their child is encouraged to make an appointment with their child's form tutor to discuss the matter. Students cannot be withdrawn from any part of SRE which falls within the statutory National Curriculum Science orders.

Any complaints about the content or delivery of SRE should be addressed to the Headteacher

### **Equal Opportunities**

All pupils are entitled to receive sex and relationship education regardless of ability, gender, race, religious belief or grouping. Through sex and relationship education we seek to develop a positive view of female and male sexuality. It is our intention all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development, with differentiated provision if required.

Objective discussion of the diversity of personal, social and sexual preference in relationships will take place in SRE and prejudiced views will be challenged in order to encourage tolerance. Any bullying around sexual behaviour or sexual orientation arising

from this prejudice will be dealt with as a serious matter. (reference to Archers Brook Equality Policy).

### **Safeguarding/Confidentiality**

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Under the common law young people are entitled to the same duty of confidence as adults. Personal information about them should not be shared without their permission except for the purposes of child protection. There may be rare occasions when a child under the age of thirteen who is sexually active directly approaches a teacher. This should be viewed as a child protection issue and procedures should be followed as outlined in the Safeguarding sexually active young people guidance.

The staff member will inform the Head Teacher /Designated Child Protection person in line with the LA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

### **Procedure for Supporting those Infected with HIV or Hepatitis B or C**

Staff should not expect to be informed of a pupil's or colleague's HIV or Hepatitis status. A member of staff, who is told of a pupil's blood-borne viral status, should inform the Head Teacher and no one else. She/he will tell the pupil this is what they are doing. No pupil or member of staff will be discriminated against as a result of such a disclosure.

First aid and control of infection practice should always follow current county guidelines; this will protect all school members from infection with blood-borne viruses.

### **Links with Other Policies**

- PSD
- Equal Opportunities/Equality Policy
- Child Protection
- Confidentiality
- Behaviour

### **Under 16s' Entitlement to Confidential Health Advice and Treatment**

The School Nurse and other health professionals follow guidelines which allow them to give advice and treatment to young people under 16 years old without the knowledge or consent of the parents/carers if that is in the young person's best interests. They will, however, encourage the young person to talk to their parents/carers. Only in cases where there is abuse or serious risk of harm would the health professional follow the county child protection procedure and breach the young person's confidentiality. The young person would be kept fully informed at all stages of the procedure.

When the school nurse sees pupils on a one-to-one basis she will follow these professional guidelines. In PSHE lessons, however, she must follow the same guidelines as teachers.

SRE lessons will inform pupils of their entitlement to seek confidential help, including contraceptive and sexual health advice and treatment, and they will be taught about how they can access local services for this both inside and outside school.

### **Safeguarding**

There may be occasions when a teacher learns that a student under 16 is having or contemplating having sexual intercourse. In this case the teacher should:

- Make sure the student is aware of the need to seek contraceptive and sexual health advice and knows how to get this.
- Encourage the student to talk to a parent/carer.
- Decide whether there are child protection issues: underage sex or a suspected pregnancy are not, in themselves, child protection issues unless the pupil is under thirteen years of age, there is coercion or abuse. A teacher who is concerned that there may be coercion or abuse can discuss the case anonymously with the Child Protection Officer. The CPO can advise whether they need to know the name of the student and whether the child protection procedure needs to be followed. The student will be kept fully informed at all stages. Please refer to the Safeguarding and sexually active young people guidance.

A student with a learning disability or mental disorder may be more vulnerable to exploitation and less able to protect themselves and others. In these cases the teacher can seek advice from the CPO as above. The school governors and senior management team will support the staff member in exercising his/her professional judgement about what is in the young person's best interests.

### **Student Support Services Available in School**

The School Nurse holds a weekly drop-in every Monday lunch time. She is able to offer all pupils confidential health advice and support on any health related issue.

The Children & Young People's Service personal advisers are available every Wednesday and can offer students from the age of 13 advice on their education choices and support with any other needs.

The Learning Mentor is available and offers support to students on any issue.

All the above student support people work together and with tutors and the SENCO, but they will not share personal information about students without their permission unless there are child protection concerns.

### **Support for Pregnant Teenagers and Young Fathers**

Any pupil who is continuing with a pregnancy will be given as much support as possible to ensure she knows how she may continue her education within this school and if appropriate how she may continue in post-16 education. This discussion will include advice on benefits and child care as well as support from the County Specialist Support Service. The school nurse will help her to access antenatal and postnatal care.

The school will also be sensitive to the needs of young fathers ensuring support around behaviour of peers, and information on sources of advice on legal and other issues, for example Citizens' Advice Bureau and Children & Young People's Services.

October 2016

Signed: .....  
Mrs Myers-Whittaker  
Headteacher

Date: .....

Signed: .....  
Mr R Crompton  
Chairman of Governors

Date: .....

Next review March 2018