

# **Kingswode Hoe School**

## **Policy for SRE**

### **Introduction**

What is SRE? - The term sex and relationship education - SRE - is used in this policy rather than sex education. It is a lifelong learning about physical, moral and emotional development. It is about understanding the importance of family life, stable and loving relationships, including marriage, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.

It has three main elements:

#### **Attitudes and values**

- learning the importance of values and individual conscience and moral considerations;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making.

#### **Personal and Social Skills**

- learning to manage emotions and relationships confidently and sensitively;
- developing empathy and self-respect for others;
- learning to make choices based on understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- learning how to recognise and avoid exploitation and abuse.

#### **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 a delay; and
- the avoidance of unplanned pregnancy.

*‘Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to enter into sexual activity. Indeed it can help them learn the reasons for, and the benefits to be gained from, delaying such activity’. DfES ‘Sex and Relationship Guidance’, 2000.*

### **Legal Obligations**

Maintained primary and secondary schools in England and Wales have legal responsibility to provide a ‘sex education’ programme and will continue to do so under the New Curriculum (September 2014). They also have a responsibility to keep an up to date written statement of the policy they choose to adopt and this must be available to parents. Parents have legal right to withdraw their children from dedicated ‘sex education’ lessons.

## **Aims**

It is the school’s aim to deal with sex education sensibly and sensitively at each key stage, within a supportive framework which will allow pupils to feel comfortable with the subject matter and allow them to have the confidence to seek clarification, if necessary. All questions will be answered openly and honestly. The underlying philosophy of this policy is to develop self-respect in young people enabling them to develop loving, caring relationships and appreciate the moral considerations and personal responsibilities with relationships and towards others.

We aim to deliver a programme of study which will provide knowledge and encourage the acquisition of skills and attitudes which will allow pupils to:

1. Understand the biological development, the functions of the human body and aspects of reproduction.
2. Recognise the importance of personal choice in managing relationships so that they do not present risks to health and personal safety.
3. Understand the responsibilities and roles in family life.
4. Understand that some organisms, including HIV, can be transmitted in many ways, in some cases sexually.
5. Examine their own attitudes to their physical and emotional development and those of others.
6. Develop assertiveness and decision making skills.
7. Understand aspects of legislation relating to sexual behaviour.
8. Learn about contraception and the reasons for having unprotected sex.
9. Access confidential sexual health advice, support and if necessary, treatment.

## **Content**

### **Primary Phase**

In the primary years we aim to develop and broaden the range of children’s learning experiences to make them confident, eager and enthusiastic learners, whilst identifying the importance of children’s emotional, personal and social development, where children should learn, for example, to:

- express feelings appropriately
- form positive relationships with other children
- develop friendships with children
- develop positive attitudes to others whose gender is different from their own.

Some aspects of the sex and relationships programme may be delivered through other curricular areas e.g. Science, PSHCE and Drama.

Planning for sex and relationships education must ensure that there are appropriate, structured learning opportunities that help pupils understand and cope with the changes involved in growing from childhood to adulthood.

There should be coherent, documented tracking to ensure that all aspects of the programme are covered. This will happen in a variety of ways such as:

- Think, pair and share work.
- Discussion and whole class input.
- Learning reviews and quizzes.
- Sorting picture and word cards.
- Mind maps.
- Question and answer sessions both teacher and pupil led.

## Secondary Phase

### Content

#### (a) Knowledge and information

**Development Stage - Year 7 and 8:** Puberty, personal safety, contraception and birth, HIV/AIDS, helping agencies, sex and the law.

**Personalised Stage - Year 9, 10 and 11:** Birth processes, abortion, genetic inheritance, sexually transmitted diseases including HIV and AIDS, sexual lifestyles, helping agencies, methods of contraception, sexual health and stereotyping, sexual attitudes within cultures and faiths, family life and relationships, resolving family conflict, marriage and divorce, same-sex relationships.

#### (b) Skills and attitudes

Pupils will be helped to develop the following skills:

- Recognising and using opportunities to develop a healthy lifestyle
- Communication, including the making and keeping of relationships
- Assertiveness
- Decision making
- Risk assessment
- Managing relationships
- Conflict resolution
- Seeking help

There should be coherent, documented tracking to ensure that all aspects of the programme are covered. This will happen in a variety of ways such as:

- Think, pair and share work.
- Discussion and whole class input.
- Learning reviews and quizzes.
- Sorting picture and word cards.
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- Question and answer sessions both teacher and pupil led.

## **Delivery**

SRE is delivered by:

- Teaching staff
- Higher Level Teaching Assistants
- Learning Support Assistants
- Representatives from approved External Agencies

## **Staff development**

Teachers with a range of experiences and backgrounds teach the SRE programme and there will therefore be a need to provide clear direction, practical support and staff development. Teachers need to be comfortable with the content of the programme, the methodologies and the resources. Identifying teachers' needs through for example, CPD, and by monitoring and reviewing programmes will be essential.

## **Inclusion and differentiation**

We intend that all pupils shall experience a programme of sex and relationships education at a level which is appropriate for their age and development, taking into account that all of our pupils have learning and emotional disabilities that result in particular SRE needs. All school staff will adapt their teaching of sex and relationship education to ensure that these pupils have equal access.

## **Parental consultation**

Sex and Relationships Education should be viewed within the context of a clearly articulated partnership with parents.

Recognition of learners' needs and the wishes of their parents are vital in the partnership between home and school.

Kingswode Hoe School has a good working relationship with parents/carers and involves them in all aspects of the school's activities, valuing their participation and contribution and taking account of their views including understanding the

ethnic, cultural and religious influences within their community, and responding to their concerns.

For the development of Sex and Relationships Education we shall actively inform and consult parents and ensure that:

- the Sex and Relationships Education Co-ordinator acts as a point of contact for parents and carers.
- procedures are in place to deal with parental/carers concerns
- parents/carers are aware that any concerns should initially be raised with the school
- information is given in the school handbook/prospectus and on the school website
- parents/carers views are considered
- parents/carers are familiar with the approaches used in the delivery of the programme
- parents/carers are aware of the use of any outside agencies or speakers in the delivery of the programme
- there are clear arrangements for pupils who are withdrawn from the programme at the request of parents/carers to have alternative positive educational provision.

## **Teaching approaches**

In schools teachers should be the prime facilitators in the delivery of the SRE programme.

Teachers may be supported in this by a range of other school staff who also work with pupils on a daily basis and have developed a relationship of trust with them.

Teachers may also be supported by the planned involvement of a range of outside agencies.

Flexibility is key when teaching SRE. Effective teaching has to be based on involvement in relevant activities and experiences.

Teaching approaches should interest and motivate pupils and should display the values of:

- listening/valuing
- empathising/encouraging
- respecting privacy/building trust

- being non judgemental
- allowing choice
- showing flexibility/sensitively
- involving pupils in their own learning.

Interactive learning and teaching approaches should be used to assist in the process of exploring, sharing, discussing and challenging difficult issues and in helping pupils to make informed choices.

The learning process is as important as the learning content with a high value placed on the development of the skills of:

- communication
- working with others
- negotiating
- decision making
- problem solving.

These teaching approaches operate best in a supportive atmosphere/ethos. Climate setting is an important pre-requisite for sex and relationships programmes and must include establishing ground rules where acceptable behaviour, confidentiality, trust and dignity have been agreed with pupils to ensure pupils are comfortable with each other. Consequences should be agreed if any pupil breaks these ground rules.

Pupil and student evaluation of their learning should be an integral part of the SRE programme. It assists pupils to be aware of their feelings and to process their learning

Methods selected to deliver the programmes will depend on the age of the pupils, how well the pupils know one another and how well the teacher knows the class.

The school believes that pupils should have opportunities to have their genuine questions answered in a sensible and matter-of-fact manner. However, occasionally a pupil may ask a particularly explicit, difficult or embarrassing question in class. Teachers will use their skill and discretion to decide about whether to answer questions in class and, if so, how. They will establish clear parameters of what is appropriate and inappropriate in class by discussing ground rules with pupils and by taking an approach that encourages pupils to be mature and sensible. If a teacher does not know the answer to a question they will acknowledge this and suggest that they and pupils research the answer to the question later. If a question is too explicit or inappropriate to answer in class at that moment, teachers will acknowledge it and attend to it later with the pupil who asked it. If a question is too personal teachers will remind pupils about the ground rules and if necessary point out appropriate sources of support. If a teacher

is concerned that a pupil is at risk they will follow the school's child protection procedures.

### **Assessment, recording and reporting**

Assessment, recording and reporting of SRE is an integral part of the PSHCE assessment, reporting and recording. Assessment approaches must provide opportunities for pupils to demonstrate attitudinal and skills development as well as knowledge and understanding. Evidence of progress and attainment in sex and relationships education comes from what pupils say, write/draw and do.

Observation of pupils as they work towards planned learning targets can be a useful method of assessment.

These observations will form the basis of reporting pupil progress to pupils, parents and teachers and contribute to the overall PSHCE reporting to parents/carers.

### **Monitoring and evaluation**

Monitoring and evaluation of our SRE education programme will be carried out on a regular basis by:

- SRE Subject Leader.
- The views of pupil, parents/carers and teachers who deliver the programme will be gathered and used to make changes and improvements to the programme on an ongoing basis.

Evaluation should enable the school to achieve continuity and consistency of approach to Sex and Relationships Education in order to meet the needs of pupils and students throughout their physical, emotional and moral development at school.

### **Links with other school policies**

This policy has links with the following school policies:

- Child Protection/Safeguarding
- PSHCE
- Bullying
- Drug Education

*To be reviewed annually by Governors.*

Last review: January 201