



Sex and Relationship Education Policy

Goldwyn school is an SEMH school that is split across three sites. Pupils range in age from 11 to 16, mixed gender and mixed ability. Students come from all over Kent and from a wide range of backgrounds. This means that the delivery of all subjects is necessarily broad and must take account of the needs of our students. This presents some unique difficulties for the delivery of SRE. There are a high proportion of students with a history of significant family breakdown, some that have witnessed and/or suffered from domestic violence, some with a history of abuse as well as a high proportion of pupils with a diagnosis of ADHD or on the Autistic Spectrum. Bearing all of these factors in mind all staff involved in the delivery of SRE must be particularly sensitive to the students' experiences and emotions.

1 What is S.R.E.?

S.R.E. is an acronym for *sex and relationships education*; in this policy it has replaced the traditional SE – *sex education*. This is to stress that our approach goes beyond provision of biological information to focus on clarifying attitudes and values, and developing self esteem and the skills to manage relationships. This is in line with the DfES Sex and Relationship Education Guidance (2000).

The guidance suggests that SRE should have three main elements as follows:

Knowledge and understanding

- *Learning and understanding physical development at appropriate stages.*
- *Understanding human sexuality, sexual health, emotions and relationships.*

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 self respect and empathy for others.*
- *Learning to make choices based on an understanding of difference and without prejudice.*
- *Developing an appreciation of the consequences of choices made.*
- *Managing conflict.*
- *Learning how to recognize and avoid exploitation and abuse.*

2 Why S.R.E.?

2.1 Legal obligations

The United Nations Convention on the rights of the Child (1989) states that children and young people have the right to access information and advice in order to make decisions concerning their health. This entitlement is irrespective of gender, sexual identity and sexual orientation, physical, learning or emotional ability and culture or religion. Young people have this right whatever their background and community or social circumstance.

In school settings the law relating to SRE is contained in the Education Act (1996) and the Learning and Skills Act (2000). The "DfES Sex and Relationship Education Guidance" (DfEE2000) recommends that schools formulate a SRE policy which is advertised to students, parents, staff and visitors and is open to OfSTED inspection.

Schools have a legal responsibility to keep an up to date written statement of the policy they choose to adopt and this must be visible to parents. Parents have the right to withdraw their children from "*sex education*" lessons which fall outside those aspects covered in the National Curriculum Science. Furthermore this policy will reflect and relate explicitly to other organizational policies including those on child protection.

2.2 The needs of young people and the role of schools

The overall aims of the school and National Curriculum are:

1. To provide opportunities for all students to learn and achieve.
2. To promote pupil's spiritual, moral, social and cultural development and prepare all students for the opportunities, responsibilities and experiences of life.

The DfES "Sex and Relationship Education Guidance" (2000). Recommends that*"Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives. The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development"*

The school has a key role, in partnership with parents/carers, in providing SRE. Research has shown that young people who feel good about themselves, and are knowledgeable and confident about sex and relationships, are more likely to be more discerning in their relationships and sexual behaviors and to have fulfilling relationships.

3 National and local support and guidance for schools to develop SRE

Rates of teenage pregnancy, abortion and sexually transmitted infection in the UK are among the highest of all European countries. The Government has developed a comprehensive strategy to change this situation and SRE for students in both primary and secondary schools is seen, alongside other initiatives, as a key element. Our school's approach to SRE is in line with the Government's strategy and guidance given to schools in DfEE 'Sex and Relationship Guidance' 2000.

The programme looks at:

Key issues including Consent and Confidentiality

Communicating effectively about sex and relationships with young people

Developing a multi-agency approach to health education

Specific Considerations for Teaching SRE at Goldwyn

The nature of an ASD means individuals may present with particular difficulties in forming, and maintaining healthy and positive relationships and communicating their feelings, emotions and needs. The need for guidelines on an integrated sex education and relationship programme will be specific to the needs and level of ability of each individual.

The sex and relationship education programme acknowledges that pupils/students mature at their own speed and individual plans will be developed, delivered and monitored following their individual developmental and physical stages. Sex and relationship education is cross-curricular and it will therefore form part of the wider curriculum (PSHE framework), including personal health and wellbeing, which aims to influence the development of self-awareness, gender and sexuality throughout the school life.

Students will be encouraged as much as possible to take an active part in any decision making, with self-advocacy and the skills of socially appropriate behaviour, informed consent and assertion. The individual's choice must be respected within the understanding that it does not impact on the life, health, safety and welfare of others.

Upon request, parents are provided with written information regarding the content of the sex and relationship education programme and they are given an opportunity as part of the annual review process to discuss with staff any related matters that cause them concern. Parents will be reassured that the personal beliefs and attitudes of teachers/staff will not influence the teaching of sex and relationship education within the PSHE framework. At any time, parents have the right to withdraw their child from all or part of the sex and relationship education programme except from those parts included in the statutory National Curriculum (PSHE and Science National Curriculum). Concerned parents are invited to discuss their concerns with teachers/staff so that a solution can be sought.

4 Aim's and Objectives of the SRE Policy:

The aim of this policy is to provide a working document that gives clear guidance to staff, parents, carers and governors so that all staff are aware of how to tackle any SRE related issue in line with the policy.

Specifically it will influence the schools approach to SRE in:

- The taught National Curriculum Science Program of Study.
- SRE modules within each Key Stage delivered within a planned PSD program.
- Pastoral support for students who experience difficulties.
- Provision of appropriate information through leaflets and books in the PSD room and display of posters and appropriate materials in units and communal areas.
- Condom distribution – In accordance with the C-Card guidelines

The objective of this SRE program is to equip all students with accurate, unbiased knowledge about sex and relationships which give the students the opportunity to acquire life skills that will help students make good use of this knowledge. It will also enable students to explore and respect theirs and others opinions, attitudes and values.

Our school aims to deliver the SRE programme in a manner that will revisit topics so they build upon their existing knowledge and skills throughout the school. It is intended that SRE be taught through active learning activities as appropriate. Wherever appropriate, parents / carers will be informed and invited to support the SRE programme.

Our approach to SRE will be conducted within a clear morals and values framework based on the following principles:

- The value of stable and loving relationships.
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion.
- The right not to be abused by other people or be taken advantage of.
- The right of people to follow their own sexuality, within legal parameters.

We also believe that students have an entitlement to:

- Age and circumstance appropriate SRE.
- Access to help from trusted adults and helping services.

SRE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to SRE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias. We shall endeavour to have an approach that is educational, rather than one based on propaganda.

5 The Taught SRE Program

5.1 Aims of the Program

The overall aims of the SRE program are:

- To provide accurate information about, and understanding of, SRE issues.
- To dispel myths.
- To explore a range of attitudes towards SRE issues and to help students to reach their own informed views and choices for a healthier lifestyle.
- To develop respect and care for others.
- To increase students' self esteem.

- To develop skills relevant to effective management of relationships and sexual situations. Examples include communication with and empathy towards others, risk assessment, assertiveness, conflict management, decision making, seeking help and helping others.
- To promote acceptable and socially appropriate behavior in public, in the community and in private situations
- To contribute to a reduction in local and national pregnancy, sexually transmitted infections and abortion rates.

5.2 Program outline

A scheme of work detailing the delivery of SRE is available on the school website. Throughout the programme, students 'practice' life skills such as assertiveness, self awareness, decision making and consider all aspects of relationships and what affects them and also provides many opportunities for students to explore their own and others' attitudes, values and opinions. The SRE program is delivered in a developmental manner so that issues are explored in greater depth as students mature.

The main SRE programme will be delivered through PSD lessons. In addition certain biological aspects are delivered through Science lessons and other aspects of SRE arise in GD and assemblies as well as through the units.

5.3 Program Organisation

The PSD Course Leader is the named SRE coordinator. The SRE coordinator has responsibility for overseeing the tuition of SRE. The SRE co-ordinator thoroughly reviews any potential resource to ensure that there is no stereotyping, bias or prejudice and that they are suitable for the age group of the audience.

Teaching is conducted in a safe learning environment through the use of ground rules developed during SRE lessons based on respect. The only additional considerations specific to SRE ground rules (as opposed to basic class rules) will be a need to prevent personal questions and the need to explain to students that if a professional within the school suspects that they are at risk from harm, then they will need to tell another adult

Active learning methods which involve children's full participation will be used. This includes use of quizzes, case studies, research, role play, video, small group discussion and use of appropriate guest speakers. Students will also be given many opportunities to reflect on what they have learnt in SRE lessons.

Sex and Relationship education takes place within mixed sex classes or single gender groups as deemed appropriate and relevant, with the students' usual class teacher. Should a teacher be absent it would not be undertaken by a short-term supply teacher.

The PSD / SRE coordinator is a trained C-card professional and as such Goldwyn School is a local hub for the C card scheme. (see <https://www.kent.gov.uk/social-care-and-health/health/sexual-health/contraception/condoms#>)

5.4 Monitoring, evaluation and assessment

The program is regularly evaluated by the SRE coordinator. Monitoring and evaluation can be informed by the Ofsted Framework for the Inspection of Schools. Whilst it is difficult and

often inappropriate to assess attitudes and students' personal lifestyle choices, much of the SRE program of study is capable of formal assessment, particularly the knowledgeable components.

5.5 Ground Rules

It will be the responsibility of the facilitator to create a 'safe' workshop environment to reduce anxiety and embarrassment and eliminate unintended personal disclosures. Establishing ground rules at the beginning of a lesson will help to facilitate a safe environment which will benefit the scope and contributions to the topics under discussion. The key ground rule is that no personal questions will be asked. Those that deliver the SRE programme are careful to ensure that their personal beliefs and attitudes do not influence the teaching of sex and relationships. To this end ground rules have been agreed to provide a common values framework within which to teach. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis:

- Students will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Only the correct names for body parts will be used.
- Meanings of words will be explained in a sensible and factual way.

All staff are aware that everyone has views on SRE related issues. However, while it is respected that everyone has the right to their own viewpoint, all SRE issues are taught without bias. Topics are presented with all viewpoints so that students are able to form their own, informed opinions but are also encouraged to respect that fact that others may have quite different viewpoints.

5.6 SRE at Key Stage 3

Whilst there will be a certain amount of dovetailing between the Science department and PSD, it has been decided that the responsibility for delivery of SRE will lie within the PSD department. In conjunction with the science department a scheme of work has been devised for PSD to cover all of the material within the science orders. As these are important topics, elements of the curriculum from a biological perspective will be reemphasized in science lessons.

The Key Stage 3 programme is delivered as a number of free standing, but sequential units. Each one potentially leads to the award of an AQA Unit Award Scheme certificate.

5.7 SRE at Key Stage 4

Traditional sex and relationship education provides knowledge and to some extent skills but there is little research into values and attitudes. There also appears to be a deficiency in sex

and relationships education programs that have been designed with input from adolescents.

The National Teenage Pregnancy Strategy (Department of Health 1999) which is inextricably linked to the National Strategy for Sexual Health and HIV (Department of Health 2001) states that evidence suggests that young people lack the information which enables them to make decisions regarding their sexual health and that it is time to re-examine the traditional approaches to solve these problems. Recommendations from the Ofsted Report (2002 and 2005) suggest that schools should broaden their coverage and their definition of achievement in sex and relationships education to include the development of young peoples' values, attitudes and personal skills in addition to the acquisition of factual knowledge.

Goldwyn delivers SRE in line with HYP HOP, a unique educational resource developed with significant input from young people and a wide range of experienced professionals. The resource:

- Aims to gain the interest, trust and respect of young people by working with them and engaging them rather than just the delivery of information
- Explore the values, beliefs & attitudes, which influence young people's lives
- Consider the social and moral dilemmas that young people may come across in everyday life
- Develop skills relating to decision making and making informed choices
- Provide relevant ways to help young people take and share responsibility
- Help young people to feel positive about themselves and improving their confidence in accessing health care services

The Program includes:

COMMUNICATION 'Let's Talk' discusses how we can communicate effectively in order to enable young people to be empowered to make informed choices and to raise awareness of the issues facing young people today such as attitudes and perceptions

LOVE AND RELATIONSHIPS 'Love – What's It All About' aims to increase awareness of the mysteries and the meaning of LOVE by using stories and music to explore love and relationships and to encourage an understanding that everyone is different and that we all experience strong positive and negative emotions and feelings

SELF-ESTEEM AND PERSONAL VALUES aims to increase an awareness of self-esteem and self-image and how this can affect the individual's self-confidence and to facilitate discussion on personal values and the effects friendships can have on the life of an individual

CONTRACEPTION aims to dispel myths and misinformation about contraception and will provide students with up to date and accurate information on the various methods of contraception including emergency contraception. This session will also explore related issues including consent and confidentiality and access to services.

SEXUALLY TRANSMITTED INFECTIONS will identify the key facts about the most common sexually transmitted Infections including HIV. This session will also provide students with information regarding access to local services.

MEDIA AND PEER PRESSURE student's will explore the effects of media and peer pressure on young people's sexual behaviour in order to increase knowledge, understanding and confidence.

5.8 A Whole School Approach

A whole school approach will be adopted to SRE that actively involves the whole school community. All groups who make up the school community have rights and responsibilities regarding SRE. In particular:

The senior management team (SMT) will endeavor to support the provision and development of SRE in line with this policy by providing leadership and adequate resourcing.

The designated SRE coordinator will maintain an overview of SRE provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, developing the provision to meet student's needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation

Teaching staff All teachers are involved in the school's SRE provision. SRE is taught through the PSD program and some through science and other curriculum areas. All teachers play an important pastoral role by offering support to students. (Any teacher can be approached by a student who experiences a difficulty regarding sex or relationships issues).

Non-teaching staff may be involved in a supportive role in some SRE lessons and also play an important, informal pastoral support role with students. They will have access to information about the SRE program and supported in their pastoral role.

Governors have responsibilities for school policies. They will be consulted about the SRE provision and policy and have regular reports at Governor's meetings.

Parents/carers have a legal right to view this policy and to have information about the school's SRE provision. They also have a legal right to withdraw their children from dedicated sex education lessons if they wish. The school will seek and take account of parent/carer views and endeavour to adopt a partnership approach with parents/carers. The school's approach to SRE will encourage dialogue between parents/carers and their children.

The school nurse can play a key role in supporting the teacher in SRE both in terms of advice, input into lessons, provision of pastoral support for students and resources. The school will work in ongoing consultation and partnership with the school nurse.

Outside agencies and speakers may be involved in inputting to SRE lessons. The school will only work with agencies and speakers who are appropriate to pupil needs. We shall work in partnership with them and jointly plan their work within the school.

Students have an entitlement to age and circumstance appropriate SRE and to pastoral support. They will be actively consulted about their SRE needs and their views will be central to developing the provision.

6 Specific Issues

6.1 Answering Questions

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Teachers should set the tone by speaking in a matter-of-fact way and ensuring that students discuss issues in a way which does not encourage giggling and silliness.
- Students should be encouraged to write down questions anonymously and post them in a question box, the teacher will have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.
- If a verbal question is too personal the teacher should remind the students of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- Students must not be given the impression that teenagers inevitably have sex, the view that sex should be between two people who are mature enough to make informed decisions should be emphasised.
- If a teacher is concerned that a pupil is at risk of sexual abuse the Head of School should be informed and the usual child protection procedures followed.

If several students start to ask questions about a particular topic (perhaps due to media coverage) then the SRE program can be adapted to deal with this issue so as to prevent students from becoming misinformed or receive biased information.

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the PSD/Citizenship Co-ordinator concerned.

6.2 Language

During all SRE lessons, the correct terms for all body parts and functions are used. The students are invited to brainstorm all sex-related slang words they may have heard of. The meanings of all words are clarified in a factual way and staff with students agree the terminology to be used.

6.3 Using Visitors to Develop SRE

External experts are occasionally used to deliver aspects of SRE but as their availability cannot be relied upon, the SRE programme is taught with no assumption of support from external speakers.

Whenever an external speaker is going to be used to deliver a lesson or activity that is related to SRE, we encourage a planning session with the speaker and a member of the teaching staff to ensure that the input will be worthwhile and also to check the suitability of the content (especially if there is concern that there might be a bias in the delivery). All visitors are made aware of the SRE policy. The visitor will also be supervised by a member of school staff at all times.

7 Support for Students

7.1 The nature of support available to students

The school takes its role in the promotion of pupil wellbeing seriously. Staff will endeavour to make themselves approachable and to provide caring and sensitive support for students in a number of ways. Staff may be approached for help on an individual basis. They offer a listening ear and, where appropriate, information and advice. The school nurse is available to offer a health and support service to students, though all staff are approachable. If staff are unsure where to find support for the pupil concerned they can consult the SRE coordinator. Where appropriate, students are referred to the school nurse and/or outside helping agencies. The school will keep up to date about the development of local services and national help lines for young people and form working relationships with local agencies that are relevant to pupil needs.

7.2 Informing parents/carers

We are aware that some parents find it hard to cope with their children's sexual development, and are happy for the school to take the initiative. We will take every opportunity to inform and involve parents and carers:

- by making our commitment clear in the school website
- by placing sex education on the agenda at the relevant governors' meeting
- by inviting parents to discuss sex and relationships education when their child enters the school.
- by discussing and agreeing a consistent approach for students to be used at home and school
- if appropriate by inviting parents to a meeting where resources are available, and their use explained.

At the start of a course parents/carers are informed of the SRE programme and parents/carers are also invited to view all teaching resources that will be used in the delivery of the student's

We will work in active partnership with parents/carers, value their views and keep them informed about our SRE provision. If a parent/carer has any concerns about the SRE provision we will take time to address their concerns and allay any fears they may have. If any parents/carers decide to withdraw their child we shall work with them and their child to explore possible alternative provision.

7.3 Confidentiality

Students confidentiality is respected, however school staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to students. Child protection procedures must be followed when any disclosures are made.

It is very rare for a pupil to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgment about whether or not a third party needs to be informed. This judgment will be based upon:

- The seriousness of the situation and the degree of harm that the pupil may be experiencing.
- The pupil's age, maturity and competence to make their own decisions.

Where it is clear that a student would benefit from the involvement of a third party, staff should seek the consent of the student to do so. If appropriate, staff might inform the third party together with the pupil. Unless clearly inappropriate, students will always be encouraged to talk to their parent/carer.

7.4 Dealing with Sex Related Pastoral Incidents

All staff will receive training in dealing with sex-related pastoral incidents. Staff know that in dealing with any other incident they:

- Consider whether the reported incident is a child / adult protection matter or not – if in doubt refer to DSL
- Don't rush into anything that they might regret later.
- Don't panic.
- Assess the seriousness of the situation sensitively and sensibly, take everything into account but don't exaggerate or overreact.
- Keep the welfare of the students as the focus.
- Consider the full range of options open to you.
- Consider and anticipate both the positive and negative consequences of your actions.
- Consult and get support from other colleagues.
- The safety and welfare of pupils/students are central to all aspects of the Sex Education and Relationships Policy. Schools will provide a safe and secure environment for pupils/students to learn effectively without being frightened and/or worried about potential abuse or victims of violence at home.

- 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, can lead to disclosure of a child protection issue.
- The named Designated Safeguarding Lead for child protection will provide staff with guidelines in identifying such issues.

7.5 Dealing with bullying

Bullying commonly includes inappropriate and hurtful comments and behaviours concerning sexism, homophobia, appearance and other sex/relationship issues. The school takes the issue of bullying very seriously in line with Pupil Support Circular 10/99 and DfES 'Don't Suffer in Silence' 2002. This is reflected in the school's anti-bullying policy. Staff will challenge and deal sensitively with any evidence of bullying. Students will be encouraged to report any incidents. Staff will endeavour to investigate any incidents of bullying as soon as possible and give feedback to students who complain of bullying. The SRE and PSD programmes will consider bullying and aim to discourage bullying based on sexism, homophobia, appearance and other sex/relationship issues.

8 Conclusions

'Mainstream schools and special schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in sex and relationship education. Sex and relationship education should help all students understand their physical and emotional development and enable them to make positive decisions in their lives' DfEE SRE Guidance July 2000

The school also takes into account opinions of the young people and has looked carefully at comments made by Sex Education Forum's young people's survey of SRE. (2008)

Young people may have varying needs regarding SRE depending on their circumstances and background. The school strongly believes that all students should have access to SRE that is relevant to their particular needs. To achieve this the school's approach to SRE will take account of:

Ethnic and cultural diversity Different ethnic and cultural groups may have different attitudes to SRE. The school will consult students and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

Varying home backgrounds We recognise that our students may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

Sexuality On average, about 5% of our students will go on to define themselves as gay, lesbian or bi-sexual (GLB). Students may also have GLB parents/carers, brothers or sisters, other family members and/or friends. All our students will meet and work with GLB people. Our approach to SRE will include sensitive, honest and balanced consideration of sexuality. We shall actively tackle homophobic bullying.

Special educational needs As our students have learning, emotional or behavioural difficulties these may result in particular SRE needs that are carefully planned.

The teaching programme for Sex and Relationship Education We intend that all students shall experience a programme of sex and relationships education at a level which is appropriate for their age and physical development.

Contraceptive advice to older students Students will be taught, in the context of sexual intimacy and safer sex, that intercourse should always involve using a condom. The level of discussion and information is raised throughout the pupil's school life. Questions about forms of contraception will be answered accurately and honestly within the student's ability to understand. If students need further personal advice about contraceptive use, counselling and support will be sought from appropriate agencies and personnel.

9 Sources of Further Information

This policy has drawn on:

- DfES 'Sex and Relationship Education Guidance' (2000).
- Derbyshire Health Promoting Schools 'Sex and Relationships Education – Guidance for Derbyshire Primary, Secondary and Special Schools and Pupil Referral Units' (2002).
- *Diverse Communities: Identity and Teenage Pregnancy*, a resource for practitioners (Department of Health – September 2002)
- SRE Resource Centre/Library available to teachers at Derby Youth House, Mill Street, Derby, Tel (01332) 345538.
- NHSS (2001) *Sex and Relationships Education*. National Healthy Schools Standard, London.
- Ofsted (2002) *Sex and Relationships*. Office for Standards in Education, London.
- Social Exclusion Unit (1999) *Teenage Pregnancy Strategy*. Social Exclusion Unit, London.
- Sex Education Forum's young people's survey of SRE. (2008)
- Sex Education Forum PSHE Review response – 2011
- NAS Sex Education and Relationships Policy 2015