

Sex and Relationships Policy

Queen Elizabeth Grammar School Penrith



Approved by Governors' E&S Committee: 25.04.2018

Chair of Governors: T Castles

Date: 25.04.2018

A handwritten signature in black ink, appearing to read 'T Castles', written over a horizontal line.

Headteacher: P Buckland

Date: 25.04.2018

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Date last reviewed: May 2018

Next review due: May 2020

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1. Aims

The aims of sex and relationship education (SRE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, respect for others, confidence, tolerance and empathy
- Create a positive and responsible culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Teach pupils the legal framework of sexual relationships and behaviour.

2. Statutory requirements

Academies do not have to follow the National Curriculum and as such, are not obliged to teach SRE.

If academies do teach SRE, they are required by their funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

This policy has also been written with reference to the Equality Act 2010 and the protected characteristics within this; age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.

At Queen Elizabeth Grammar School we teach SRE as set out in this policy.

Please see our funding agreement and articles of association for further information.

3. Policy development

This policy is being developed in consultation with staff, pupils and parents. The consultation and policy development process will involve the following steps:

1. Review – the Assistant Headteacher has pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff will be given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties will be invited to submit comments on the policy.
4. Pupil consultation – the student council will discuss exactly what students want from their SRE
5. Ratification – once amendments have been made, the policy will be shared with governors and ratified

4. Definition

SRE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. SRE involves a combination of sharing information, and exploring issues and values.

SRE is not about the promotion of sexual activity.

5. Delivery of SRE

SRE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of SRE are taught within the science curriculum, and other aspects are included in religious education (RE). SRE is also discussed in assemblies and form time. Pupils may also receive stand-alone sex education sessions delivered by a trained health professional.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect, tolerance and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work
- Staying safe online and how to manage requests for or receipt of indecent images.

These skills are taught within the context of family life.

Year 7: A unit on relationships, taught in citizenship lessons looks at developing self-esteem, and concentrates on establishing friendships, resolving conflict and understanding what makes a family. We encourage openness and awareness of difference and inform students where to get further support. Health and wellbeing also looks at hygiene and body image.

In science lessons, pupils will study the anatomy of sex organs in plants and animals, fertilisation in different organisms, foetal development, birth and the physical process of the menstrual cycle.

Year 8: In citizenship lessons, students focus on puberty, the changing body, and sexual development. There is discussion and support on how to cope with change within themselves and in relationships, on sexual attraction and on understanding what the characteristics of a positive healthy relationship are.

Year 9: In a combined relationships and wellbeing unit, students explore the positives and negatives of sex. This is encouraged through discussion and group work. Awareness of internet safety is developed as well as factual information on STIs and contraception. Pupils are signposted to reliable and independent support regarding all aspects of sexual health, including safeguarding. This includes websites such as CEOP, ChildLine and NHS services. We are involved in the police initiative “Chelsea’s Choice” which looks at Child Sexual Exploitation. Students watch a live performance and take part in follow-up discussions.

Years 10 and 11: During citizenship days, further discussion and workshops are given on issues such as discrimination, homophobia, biphobia, transphobia and sexual consent. We seek to develop the students’ understanding and awareness of the dangers of on-line sexual

exploitation and of an individual's personal responsibilities and empowerment within sexual relationships. In GCSE RE the unit on family and relationships covers the moral and ethical implications of marriage, divorce, sexuality and co-habitation as well as family life in the UK. A unit on Life covers other moral and ethical aspects of abortion and differing views towards it. In GCSE biology students will look at hormones in human reproduction, which includes fertility treatment, control of sexual development at puberty and the hormonal control of the menstrual cycle and contraception treatments. They are asked to look at scientific and social and ethical arguments for and against different methods of contraception and also evaluate how hormones are used in fertility treatment from the perspective of both patient and medical practitioner.

Years 12 and 13: As part of the compulsory enrichment programme, students will discuss and reflect upon some key moral issues and questions around sexuality, gender, prejudice, risk-taking behaviour, sexual exploitation and relationships. Visiting speakers provide expert insight and opinion.

Discussion and exploration of gender and sexual identity will take place in all year groups, at an age-appropriate level.

6. Roles and responsibilities

6.1 The governing board

The governing board will approve the SRE policy, and hold the Headteacher to account for its implementation.

6.2 The Headteacher

The Headteacher is responsible for ensuring that SRE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of SRE (see section 7).

6.3 Staff

Staff are responsible for:

- Delivering SRE in a sensitive way
- Modelling positive attitudes to SRE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-science components of SRE

Staff do not have the right to opt out of teaching SRE. Staff who have concerns about teaching SRE are encouraged to discuss this with the Headteacher.

6.4 Pupils

Pupils are expected to engage fully in SRE and, when discussing issues related to SRE, treat others with respect and sensitivity.

7. Parents' right to withdraw

Parents' have the right to withdraw their children from the non-science components of SRE.

Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from SRE.

8. Training

Training on the delivery of SRE will be given to PSHE teaching staff when required as part of their continuing professional development.

The Headteacher can also invite visitors from outside the school, such as sexual health professionals, to provide support and training to staff teaching SRE.

9. Monitoring arrangements

The delivery of SRE is monitored by Rebecca Chapman, Assistant Headteacher through:

- Discussion and scrutiny of the curriculum development and associated materials and lessons plans with the Head of Citizenship.
- The Assistant Headteacher delivering SRE.
- SLT learning walks.