



LONG FIELD ACADEMY

Sex and Relationships (SRE) Policy

Formulation Date:	May 2015
Senior Team Responsibility	Assistant Principal
Governors' Reviewing Committee	QSTLS
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Reviewed:	July 2020
Review date:	July 2021
Associated Documentation:	Child Protection Health and Safety

Anti-bullying Policy

Equal Opportunities Policy

1. LOCATION AND DISSEMINATION

A copy of this policy can be found on the school website

This document has been disseminated to: Staff, governors, parents, pupils.

This policy applies to all staff, pupils, parents/carers, governors and outside agencies working within the school.

2. INTRODUCTION

What is SRE? - The term sex and relationships education – SRE – is used in this policy rather than sex education. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

The needs of young people and the role of schools - The DfES 'Sex and Relationship 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 school has a key role, in partnership with parents/carers, in providing SRE.

'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.

3. LEGAL OBLIGATIONS

The Academy has a 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 a legal right to withdraw their children from dedicated 'sex education' lessons. However we would encourage parents to discuss this fully with the PSHE/SRE Co.coordinator or class teacher if concerned. They do not have a right to withdraw their children from those aspects of SRE that are taught in National Curriculum Science or where SRE issues arise incidentally in other subject areas.

4. AIMS

The overall aims of the SRE programme are:

4.1. To develop respect and care for others.

4.2. To increase student's self-esteem.

- 4.3. To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- 4.4. To provide the confidence to be participating members of society and to value themselves and others;
- 4.5. To develop skills relevant to effective management of relationships and intimate situations. Examples include communication with and empathy towards others, risk assessment, assertiveness, conflict management, decision making, seeking help and helping others.
- 4.6. 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.

5. CONTENT

The programme we follow will be based on national guidelines provided by the DoE and will be sensitive to the age and experience of our pupils. It will be delivered through cross-curricular links with the National Science Curriculum and Enrichment Days.

A variety of interactive and participatory teaching methods and resources will be used to ensure all pupils are fully involved. Resources used for teaching sex and relationships education can be viewed on request before they are introduced to students.

6. DELIVERY

SRE is delivered by:

- Teaching staff
- Student Pastoral and Welfare Manager
- Representatives from approved External Agencies (i.e. Learning Disabilities Team, Health Authorities, Latham House Medical Practice)

7. STAFF TRAINING

Key school staff members are provided with adequate training and support to help them deliver effective Sex and Relationships Education, and respond to situations with consistency and sensitivity, taking account of religious, social and cultural issues. As part of on-going CPD provision, the school will contact the LA SRE Consultant on an annual basis for details of training programmes including in-school training opportunities.

8. EXTERNAL AGENCIES

Outside agencies may at times be used to compliment the SRE programme following the LA guidelines for 'Working with Visitors in Schools' (for example: Learning Disabilities Team, Health Authorities, Latham House Medical Practice).

9. 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 physical development, taking into account that all of our students have learning, emotional or behavioural difficulties, or physical disabilities that result in particular SRE needs. All school staff will adapt their teaching of sex and relationship education to ensure that these pupils who use alternative methods of communication have equal access. To achieve this, the school's approach to SRE will take account of:

10. Ethnic and cultural diversity.

Different ethnic and cultural groups may have different attitudes to SRE. The Academy will provide opportunity for parents/carers to consult the school regarding students and 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

Our approach to SRE will include sensitive, honest and balanced consideration of sexuality. We shall also actively tackle sexist or homophobic bullying.

Pupils with profound and multiple learning difficulties are not excluded from the programme. Using appropriate methods, they will experience most of the basic content; self-awareness, gender awareness, body recognition, privacy. Additional information will be taught on a needs-arises basis.

Contraceptive advice to older pupils Issues regarding and questions about forms of contraception will be answered accurately and honestly within the student's ability to understand. If pupils need further personal advice about contraceptive use, counselling and support will be sought from appropriate agencies and personnel.

11. GUIDELINES: FOR ALL MEMBERS OF THE SCHOOL COMMUNITY

A whole academy approach will be adapted 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 Leadership Team will endeavour to support the provision and development of SRE in line with this policy by providing leadership and adequate training and resourcing.

The designated SMSC co.ordinator along with the Student Welfare and Pastoral Manager 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, liaising with outside agencies, and monitoring and evaluation.

12 Teaching staff

All teachers may be involved in the school's SRE provision with most through science as well as other curriculum areas. Teachers will be consulted about the school's approach to SRE and aided in their work by provision of resources, background information, support and advice from experienced members of staff and access to appropriate training.

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 programme and supported in their support role.

Governors have responsibilities for school policies. They will be consulted about the SRE provision and policy and reports as deemed appropriate 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 academy will seek and take account of parent/carer views and endeavour to adopt a partnership approach with parents/carers.

The school nurse/health team 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/health team.

Outside agencies and speakers may be involved in inputting to SRE lessons and as points of referral as support services for students. The Academy will only work with agencies and speakers who are appropriate to student needs.

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.

13 Answering student's questions

The school believes that students should have opportunities to have their genuine questions answered in a sensible and matter _ of _ fact manner. However, occasionally a student 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 students and by taking an approach that encourages students 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 students 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 student who asked it. If a question is too personal teachers will remind students about the ground rules and if necessary point out appropriate sources of support. If a teacher is concerned that a student is at risk of sexual abuse they will follow the school's child protection procedures.

14 DEALING WITH BULLYING

Bullying commonly includes inappropriate and hurtful comments and behaviours concerning personal appearance, sexism and other relationship issues. The school takes the issue of bullying very seriously and 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 PSHE programmes will consider bullying and aim to discourage bullying based on personal appearance, sexuality and other relationship issues.

15 MONITORING AND EVALUATION

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

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

This policy has been written in accordance with the following guidance.

- Sex and Relationship Education Guidance (Dee 0116/2000)
- QCA PSHE Curriculum Framework for Schools 2000
- National Curriculum 2000 Statutory Science
- National Healthy Schools Standards 2006
- Ofsted (2002) Sex and Relationships. Office for Standards in Education, London.

