



# HONYWOOD SCHOOL

## POLICY DOCUMENT

### Sex and Relationship Education Policy

*This policy is regularly reviewed following recommended guidelines.*

## **Aims and objectives of our Sex and Relationship Education (SRE) policy & programme**

Our Sex and Relationship Education (SRE) policy aims to provide all learners with knowledge, skills and attitudes that will enable them to learn about physical, moral and emotional development. It is about understanding the importance of respect, love and care in healthy relationships and the diverse way people experience those relationships. It is also about the teaching of sex, sexuality and sexual health.

### **It has three main elements:**

- Attitudes and values
  - learn about values, conscience and morals;
  - learn the value of stable and loving relationships for the nurture of children;
  - learn the value of respect, love and care;
  - explore, consider and understand moral dilemmas; and
  - develop thinking skills as part of decision-making.
  
- Personal and social skills
  - learn to manage emotions and relationships confidently and sensitively;
  - develop self-respect and empathy for others;
  - learn to make choices based on an understanding of difference and with an absence of prejudice;
  - learn the skills required to respond to unwanted pressure and to avoid putting pressure on others (peer on peer abuse);
  - develop an appreciation of the consequences of choices made;
  - manage conflict; and
  - learn how to recognise and avoid exploitation and abuse.
  
- Knowledge and understanding
  - learn and understand physical development at appropriate stages;
  - understand human sexuality, reproduction, sexual health, emotions and relationships;
  - learn about contraception and the range of local and national sexual health advice, contraception and support services;
  - learn the reasons for delaying sexual activity and the benefits to be gained from such delay;
  - avoid unplanned pregnancy and sexually transmitted infections (STIs);
  - be aware of different types of relationships (LGBTQ+); and
  - learn and understand about consent.

The other policies that are related to this are:

Child Protection Policy  
Behaviour Management Policy  
PSHE Policy

## **Statutory provisions and DfES guidance**

As a secondary academy school we must provide SRE to all learners as per section 34 of the Children and Social work Act 2017.

<https://www.legislation.gov.uk/ukpga/2017/16/section/34/enacted>

- In teaching SRE, we are required by our funding agreements to have regard to the guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996. <https://www.legislation.gov.uk/ukpga/1996/56/section/403>
- DfES Guidance - provides clear guidelines about all aspects of SRE. <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

The school whole SRE programme includes:

- teaching about relationships, love and care;
- teaching about the responsibilities of parenthood;
- an equal focus on boys and girls, with separate sex lessons where appropriate;
- the intention to build self esteem;
- teaching about taking responsibility for one's actions, and the consequences of actions in relation to sexual activity;
- the provision of information about different types of contraception; safe sex, and local sources of further advice and treatment;
- an understanding of consent and autonomy; and
- ensuring that learners understand how the law applies to sexual relationships.

These areas of teaching within the context of family life aim to ensure that there is no stigmatisation of children based on their circumstances (the term 'family' can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## **Moral & values framework**

It is important that learners have their confidence and self-esteem supported whilst being made aware of the responsibilities that attach to sexual activity.

The school is committed to the importance of educating learners to reflect upon their own feelings and values and to understand and respect the feelings and values of others.

## **The policy:**

It is the policy of the school that learners in Cohorts 7-11 will receive, as part of their curriculum, sessions which foster a knowledge and understanding of: the physical and emotional aspects of human sexuality and reproduction; relationships; raising children; contraception and sexually transmitted infection.

The school believes it is appropriate that learners of both sexes consider these issues jointly in order to gain a more complete understanding of the processes, emotions and values involved. It is also important that learners are given the opportunity, from time to

time, to explore and discuss the issues in single sex groups. All SRE provided in school will be both appropriate and inclusive for all learners.

### **The rationale:**

Effective sex and relationship education is essential if learners are to make responsible and well-informed decisions about their lives. Sex and relationship education goes beyond the biological and addresses the emotional, moral and ethical issues as well as explaining the physical processes and changes that take place. It is important that learners are supported in developing respect for themselves and for others and are able to move with confidence through adolescence into adulthood.

### **Guiding principles:**

Thought needs to be given to the needs of learners from different ethnic or cultural backgrounds and diverse family units and to those with particular educational needs. Care needs to be taken to ensure that all learners, whatever their developing sexuality, feel the sex and relationship education is relevant to them and sensitive to their needs. Whilst there should be no direct promotion of any sexual orientation, staff may deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support where this is needed.

### **Staff training**

All teachers and other members of staff who are required to teach SRE will have the relevant training and resources.

### **Teaching strategies and content**

Where possible, teachers will provide an interactive learning environment which is motivating and allows learners to practice relevant skills and make informed decisions based on gained information and knowledge.

Materials used to support learning must be in accordance with the law and should take account of the PSHE Framework whilst giving due consideration to the age, maturity and cultural beliefs of all the learners concerned. Images and materials used must not be explicit where this is not directly related to explanation and should always be managed sensitively. Particular care must be taken if accessing information from the internet in order to prevent learners gaining access to inappropriate material. To help protect against a learner accessing inappropriate material our internet line is filtered using an industry grade firewall and filtering solution which limits the websites learners can access.

### **Organisation of SRE**

The main delivery of the SRE programme is through the learning session 5 programme. National Curriculum Science topics, such as the mechanics of human reproduction and hormones, are dealt with in Science sessions, and are also covered by this policy.

Continuing professional development will be provided on the teaching of SRE where required and external agencies will be used as appropriate. From time to time some

aspects of this work may also form part of a themed curriculum day, or part of an assembly programme, linked with charitable or world events.

Whilst teachers have the main responsibility for teaching about SRE in the classroom, liaison with outside agencies and specialists ensures that our learners receive an up to date balanced programme.

All designs for learning involving SRE will clearly develop each of the above elements and record them in appropriate detail. The [PSHE Overview](#) maps the 5 year plan for all topics covered in Learning Session 5 with SRE focused sessions.

The key aims of SRE at the school are:

- to provide learners with clear, up to date and accurate information, signposting to support agencies both in and out of school;
- to enable learners to be aware of the needs and sensitivities of individuals and families;
- to enable learners to develop healthy and positive relationships as they grow older;
- to raise learners' awareness of the responsibilities of individuals and society; and
- to help reduce unplanned or irresponsible pregnancies and STIs.

Sensitivity is needed at all times to ensure that there is no offence to, or stigmatisation of, any learner and that all members of the school community are able to feel of worth and value.

### **Roles and responsibilities of parents and carers**

The school aims to support parents and carers as the key figures in helping young people to cope with the emotional and physical changes of the growing up process. If parents/carers need any support with this, they can - contact the Cohort Leader or Learning Group Leader in the first instance..

The school recognises that it works in partnership with parents as sex educators and seeks to develop this role through consultation with parents about changes to policy and through making available materials used in school.

Parents/carers have the right to withdraw their children from the non-statutory/non-Science components of sex education within SRE up to and until 3 terms before a child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. Requests for withdrawal should be put in writing to the headteacher and a copy of the request will be placed on the learner's file. The Headteacher or a member of the Senior Leadership team will discuss the request with parents/carers and take the appropriate action. Alternative work will be given to learners who are withdrawn from sex education.

## **Communication**

The school will provide regular updates regarding the programme of learning which is being delivered through the Learning Session 5 programme for example through the headlines.

## **External agencies and the wider community**

The school will make full use of the range of health professionals and other key people who might assist in the delivery of SRE. These professionals will play an important part in providing individual and group advice to learners and staff.

All those who work within the school are expected to adhere to the school policy and its ethos. All advice given will be independent of personal views. When health professionals give advice to an individual learner, they will follow their own professional codes of conduct.

## **Confidentiality**

Clear ground rules should be set at the start of all SRE sessions, emphasising that no one, including staff, should be asked to divulge highly personal information. Teaching will make clear what is, and is not, appropriate to discuss or ask of each other.

All staff should make it clear to learners that they cannot offer or guarantee complete confidentiality as information may need to be passed on for safeguarding purposes.

The policy to be followed is:

- to assure learners that at all times their best interests will be maintained;
- to encourage learners to talk to their parents/carers, and give them support to do so (if necessary through setting up an in-school meeting);
- to reassure learners that if confidentiality has to be broken, they will be informed first, and then supported as appropriate;
- in any case of suspected child abuse, or disclosure, to follow the school's Child Protection Policy;
- to set clear ground rules (as above) at the start of all lessons;
- to ensure that learners are informed of a variety of appropriate sources of confidential help.

Should, especially, a teacher learn that a learner under the legal age of consent is having, or considering having, sexual intercourse, they should seek to persuade the learner to talk to their parents/carers. They should also ensure that the learner has been adequately counselled and informed about contraception, including advice about where to access contraceptive advice and services. Any Child Protection issues should be addressed in the usual way. Should the school have to handle the situation without parental/carer knowledge, the Headteacher will be informed. The Headteacher and governors will monitor the frequency of such cases. Health professionals in the classroom are bound by the school's confidentiality policy, but in one-to-one counselling by their own professional codes of conduct.

## **Monitoring and evaluation**

This policy, and its implementation, will be monitored and evaluated by the Safeguarding Lead, Subject Leader for PSHE, Deputy Headteacher with oversight for PSHE and Deputy Headteacher responsible for Wellbeing, in collaboration with Cohort Leaders and the Subject Leader for Science. This process will be overseen by the Deputy Headteacher for Wellbeing, Deputy Headteacher with oversight for PSHE, Safeguarding Lead and Subject Leader for PSHE, with the support of the Subject Leader for Science and Cohort Team Leaders.

The programme is reviewed termly. This gives the school the opportunity to stay up to date on any areas of concern or recent changes to school guidance. Learners, staff and parents/carers will be consulted concerning their experience of the programme. Sessions will be observed during the year, and learner attitudes observed and surveyed. These findings, along with informal oral comment from all who have taken part, will inform the review.