



SEX AND RELATIONSHIPS EDUCATION (SRE) POLICY

Rationale

At Manor Green School we believe that effective SRE is essential to enable children and young people to make informed decisions about their lives. The SRE programme is integrated into the PSHE curriculum within the school and is delivered such that it meets the National Healthy Schools Standard for this theme.

SRE is the lifelong learning about physical, moral and emotional development and at Manor Green School the emphasis is on relationships. Students are taught about the nature of marriage and its importance for family life and bringing up children. The school also recognises the importance of other strong and mutually supportive relationships. It does not promote any one form of relationship, but ensures that there is no stigmatisation of children based on their home circumstances.

SRE is that part of a student's education which provides knowledge about reproduction and puberty and an understanding of the nature of relationships and sexuality. It encourages acquisition of skills to make positive and fulfilling relationships and helps students examine their own and other people's attitudes and values, to respect and empathise with others. SRE needs to be placed within a moral, social, legal, cultural, ethical and personal context.

Manor Green School believes that SRE is an essential part of every student's education because:

- Students have the right to information about what is happening to their bodies, to gain skills, to establish positive relationships and explore their own and others' attitudes about sexual matters.
- Students gain information about sexual matters from a range of sources – much of this can be incorrect and lead to misunderstanding. SRE at school can give an objective and balanced view.
- Some students with learning difficulties are more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These students need help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.
- SRE helps to prevent unplanned pregnancy and sexually transmitted infections. Research demonstrates that good, comprehensive sex and relationship education does make young people less 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.
- SRE is effective when it is planned, supported by and involves parents/carers and when staff are given training on teaching SRE and taking account of students' needs and views.
- In so doing SRE can help students develop positive self-image and high self-esteem, responsibility and the ability to make informed decisions.

- SRE addresses the personal and social aspects of students and is part of the provision of a broad and balanced curriculum as stated in the Education Reform Act 1988 and fulfils the compulsory provision of sex education as required by the Education Act 1993.

Aims

We aim to develop sex and relationship education in the context of a broad and balanced curriculum that is part of the wider framework of Personal, Social and Health Education (PSHE). Sex and relationship education will be fully integrated into the curriculum and not isolated, taken out of context, or over-emphasised in any way.

We aim to work in partnership with parents, offering information regularly on the content and delivery of our sex and relationship education. We also recognise that a range of people from the wider community, such as health professionals, can help to enhance and enrich the delivery of our programme. However, we will ensure that anyone coming into school to help deliver the programme is aware of the school's policy and abides by it.

We aim to promote health education through our participation in the National Healthy School Standard scheme. As participants in this scheme we:

- consult with parents on all matters of health education policy;
- train all our teachers to teach sex education;
- listen to the views of the children in our school regarding sex education;
- look positively at any local initiatives that support us in providing the best sex education teaching programme that we can devise;
- develop our children's confidence in talking, listening and thinking about feelings and relationships;
- support our children through their physical, emotional and moral development by providing them with clear information and opportunities to relate to wider considerations.

Guidelines

Teaching Methods

- Active learning methods which involve students' full participation are used and SRE takes place within normal classroom provision of mixed-sex and mixed ability classes. When appropriate, students may be placed into different groups according to their relevant needs, or into single-sex groups.
- Teaching methods need to take into account developmental differences of students and the potential for discussion on a one-to-one basis or in small groups. Teachers will need to plan a variety of activities which will help to engage all learners and cater to their differing learning styles. We will ensure that the programme is tailored to the individual needs of students and takes into account their physical and emotional maturity. Teachers will ensure that all learners can access a curriculum relevant to their own specific needs.
- Staff help students to develop the confidence to talk, listen and think about sex and relationships through the use of the following strategies:
 - establishing 'ground rules' (see below);
 - role play and drama;
 - class discussion;
 - small group discussion;
 - circle time;
 - augmentative and alternative communication, e.g. symbols, Makaton, switch use;
 - social stories;

- visual resources;
 - regular reviewing, recycling and repetition;
 - reflection time.
- All teachers are committed to delivering the SRE curriculum.
 - Staff are careful to ensure that their personal beliefs and attitudes do not influence the teaching of SRE. To this end ground rules have been agreed to provide a common framework within which to teach and to deal with issues.
 - Students will be given preparation so that they will know how to minimise any embarrassment they feel.
 - No one (staff or student) should be expected to ask or answer a personal question.
 - No one will be forced to take part in a discussion.
 - From Nursery onwards only the correct names for body parts will be used {breast, penis, vagina, bottom}.
 - Meanings of age-appropriate words will be explained in a sensible and factual way.
 - Sometimes an individual child will ask an explicit or difficult question in the school setting. Questions do not have to be answered directly and can be addressed later. Staff must use their skill and discretion in these situations and refer to the PSHE Co-ordinator or SLT.
 - If a question or comment raises a Child Protection concern SLT should be informed so that safeguarding procedures can be followed.
 - Materials used in Manor Green School must be in accordance with the PSHE framework and the law. Inappropriate images should not be used nor should explicit material not directly related to explanation. We will ensure that students are protected from teaching and materials which are inappropriate, having regard to the age, ability and cultural background of the students concerned.

SRE Provision

- The school staff will liaise closely to ensure that both PSHE and Science programmes complement each other and reinforce learning. We will set all objectives covered as part of the Science curriculum within the context of feelings, relationships and values and not simply focus on the physical aspects of reproduction.
- At primary school level SRE should contribute to the foundation of PSHE by ensuring that children:
 - develop confidence in talking, listening and thinking about feelings and relationships
 - are able to name parts of the body
 - are able to administer basic health care and hygiene routines of parts of their body
 - can protect themselves and ask for support
 - are prepared for puberty
- At secondary school level, SRE should prepare young people for an adult life in which they can:
 - develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
 - be aware of their sexuality and understand human sexuality;
 - understand the arguments for delaying sexual activity;
 - understand the reasons for having protected sex;
 - understand the consequences of their actions and behave responsibly within sexual and pastoral relationships;

- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationships they want;
- communicate effectively;
- have sufficient information and skills to protect themselves and, where they have one, their partner from unintended/unwanted conceptions, and sexually transmitted infections including HIV;
- avoid being exploited or exploiting others;
- avoid being pressurised into unwanted or unprotected sex;
- access confidential sexual health advice, support and if necessary treatment;
- know how the law applies to sexual relationships.

Roles and Responsibilities

Operational Leadership Team (OLT)

- To monitor school practice and to review the SRE Policy and Scheme of Work.
- To keep up to date with developments in the subject by attending INSET, Workshops, Support Groups, accessing books and other literature, and sharing this information with colleagues.
- To bring to the attention of the Headteacher possible developments in the subject.
- To share expertise and subject knowledge by leading INSET, Workshops, and Staff Meetings.
- To monitor and develop resources, keeping them well organised, labelled and accessible.
- To advise colleagues on appropriate planning, teaching methods, activities and resources.
- To lead by example by showing good practice through joint planning, working alongside colleagues, and modelling good practice.
- To ensure that both staff and parents are informed about our SRE policy, and that the policy is implemented effectively.
- To ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- To liaise with external agencies regarding the school SRE programme, and ensure that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.
- To monitor this policy on a regular basis and report to the Headteacher when requested, on the effectiveness of the policy.

Parents

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's sex education policy and practice through coffee morning etc;
- answer any questions that parents may have about the sex education of their child;
- support parents who are finding it difficult to accept their children's developing sexuality;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to

children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages.

If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Assistant Head of the Department their child is in, and make it clear which aspects of the programme they do not wish their child to participate in. We acknowledge that parents have the right to withdraw their child from the non-statutory aspects of SRE, which is defined as work relating to attitudes, sexuality and HIV/AIDS. Although this is non-statutory, the school is obliged to teach it and feels it is important that these aspects are dealt with sympathetically.

Working with outside agencies

We encourage other valued members of the community to work alongside and with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our SRE programme. All contributors to the SRE programme are made aware of this Policy.

Equal Opportunities

All teaching and non-teaching staff at our school are responsible for ensuring that all students irrespective of gender, ability, ethnicity and social circumstances, have access to the whole curriculum and opportunities to make the greatest progress possible in all areas of the curriculum whilst in our school.

Young people, whatever their developing sexuality, need to feel that SRE is relevant to them and sensitive to their needs. Teachers will deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. There should be no direct promotion of sexual orientation.

We are aware that sexual orientation and what is taught in schools is an area of concern for some parents. We will work closely to reassure parents of the content of the programme and the context in which it will be presented.

All forms of bullying are unacceptable, be it racial, as a result of a student's appearance, related to sexual orientation or for any other reason.

Pastoral support for students

All members of staff are approachable to discuss sex and relationship issues with the children. However, if a child makes a reference to being involved, or likely to be involved in sexual activity then the member of staff will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will deal with the matter in accordance with Child Protection procedures.

Staff may not offer or guarantee confidentiality to students in any matter relating to abuse, under-age sexual intercourse or pregnancy. At the same time, students will be offered sensitive and appropriate support.

In the case of a student disclosing possible abuse, the school's Child Protection Procedures will be used.

Monitoring of the policy

Review of Procedure

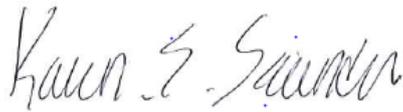
This procedure shall be subject to a review every two years and may be changed from time to time.

Management of policy

The Governors and Headteacher has overall responsibility for the maintenance and operation of this policy. They will maintain a record of concerns raised and the outcomes.

The Governing Body approved this policy on date: 4th March 2016

Signed:



Chair of Governors

Signed:



Headteacher

Initial Equality Impact Assessment

Sex and Relationships Education (SRE) Policy

Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
		✓

This policy affects or is likely to affect the following members of the school community (✓)	Students	School Staff	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community
	✓	✓	✓				

Question	Equality Groups															Conclusion													
	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'				
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	Does or could this policy have a negative impact on any of the following?		✓			✓			✓			✓			✓			✓			✓			✓					
Does or could this policy help promote equality for any of the following?		✓			✓			✓			✓			✓			✓			✓			✓						✓
Does data collected from the equality groups have a positive impact on this policy?		✓			✓			✓			✓			✓			✓			✓			✓						✓

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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Preliminary EIA completed by	Date	Preliminary EIA approved by	Date
Joolz Scarlett	25.2.16	ACE Committee	4.3.16