



Norton College Sex and Relationship Education Policy

“Sex and Relationships Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.”

SRE Guidance – DfEE 2000

Reviewed by: Ian Hardicker
: March 2016
: March 2017
: March 2018
: March 2019

Next
Review date: March 2020

Sex and Relationship Education Policy

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Roles and Responsibilities

The SLT of Norton College

Have the following responsibilities:

- To review the SRE policy with the Head Teacher on a bi-annual basis
- To ensure that resources used are relevant and appropriate to the needs of the children, in line with legal requirements (Learning and Skills Act 2000)
- To lead on the evaluation of the SRE policy and programme
- To ensure that staff have the necessary skills, confidence, knowledge, and resources in order to deliver effective SRE

The Directors of Norton College

Have has the following responsibilities:

- To ensure that an up-to-date SRE policy is in place and is made available to parents and for inspection
- To ensure that the SRE policy and curriculum are in line with the DfEE SRE Guidance 2000
- To ensure that the policy and programme reflect a whole school approach particularly in relation to consultation

All staff have the responsibility to ensure that they, or anyone working in their classroom to deliver/support SRE, is doing so in line with the school's SRE policy, and other relevant school policies. Teaching staff contribute to the evaluation of the programme. They are also responsible for assessing student progress against the agreed learning outcomes and providing reports to parents.

Links to other relevant policies

The SRE policy links to the following school policies:

- Equal opportunities
- PSHCE and citizenship
- Confidentiality and Child Protection
- Drugs Education
- Special Educational Needs

Aims and Objectives

Aim:

To equip students with the knowledge, skills, attitudes and values to enable them to manage the responsibilities associated with adult life, form and maintain positive and fulfilling relationships, and develop respect for themselves and others.

Objectives:

- To develop an awareness of the importance of positive relationships and enable students to practice skills that will help them to build and maintain them
- To provide all pupils with the knowledge, understanding, attitudes and skills to make responsible and well informed decisions about their sexual and personal relationships.
- To provide factual information on human reproduction and birth
- To encourage respect for difference and diversity
- To prepare and support students for the physical and emotional changes associated with puberty
- To provide a positive and age appropriate view of sex and sexuality and support sexual self-acceptance
- To ensure that all students know who can support them and how to access this support
- To work in partnership with, and support the role of, parents
- To model positive relationships throughout the school
- To actively challenge stereotypes and prejudice and give students the skills to critically analyse media messages
- To give opportunities for students to develop and practice decision-making skills with regard to the range of possible consequences
- To promote, and encourage students to make, healthy lifestyle choices including age appropriate sexual health and drugs and alcohol awareness
- To use agreed terminology to discuss sexual body parts throughout the school
- To help pupils gain self respect and a high level of self-esteem.
- To support pupils to deal with difficult moral and social decisions.
- To understand human sexuality and obtain accurate and up to date information on sexual health.
- To be inclusive of all pupils regardless of gender, race, ability or sexual orientation
- To make students aware of the laws, dangers and risks associated with pornography and sexual exploitation on and off the internet.

Moral and Values Framework

Through the SRE curriculum, both formal and informal, and the modelling of positive relationships Norton College aim to promote and foster an agreed set of morals and values. These are as follows:

- Care, commitment, trust, loyalty, respect are important for close relationships
- Everyone has a right to express their views and be listened to
- Everyone in the college should behave in a way that shows care, consideration and respect for themselves, other people and things, and the environment
- Everyone has responsibility for their own actions
- All members of the school community are equally valued
- Disputes and disagreements will be resolved peacefully
- The diversity of individuals, families and relationships will be accepted and celebrated

Equal Opportunities

Norton college encourage respect for all regardless of gender, ethnicity, ability, faith, culture, sexuality, sexual orientation, disability, home background or other personal circumstance. Within our provision of SRE we will ensure that resources used and teaching styles employed reflect and support the diversity of our students and wider society. All members of the college community will feel safe, valued and respected. (see also the Equal Opportunities policy)

Throughout the college there will be consistent challenging of homophobic attitudes, behaviour and language.

***We recognise that students at the college come from a range of family backgrounds, these include: those whose parents are not married; those whose parents have divorced or separated; looked after children; those living with grandparents, parents of different ethnicities, disabled parents, same-sex parents and single parents. We will endeavour to ensure that students see these family groupings and relationships represented and affirmed within the SRE curriculum and resources.*

Working with Parents

We recognise that parents are key partners in our delivery of a comprehensive SRE programme for students at the school. The SRE we deliver is designed to support the important role of parents in this area.

Parents can access the SRE policy from the school office. Parents are welcome to view any resources to be used by asking their child's teacher.

If parents have concerns about any of the content to be covered we ask that these are addressed to the Head Teacher. Legally parents have the right to withdraw their children from SRE that takes place outside of national curriculum Science. Any parent wishing to take this course of action should send a letter to the Head Teacher outlining their concerns. The parent will be asked if they would like to meet to discuss this further. We will do our best to address any worries that the parent may have. In the event of a parent still choosing to withdraw their child we will provide alternative arrangements.

SRE Curriculum

Planning

In planning the SRE programme we have used learning outcomes suggested by Ofsted in their report on SRE (2002). These incorporate the statutory elements of sex education that come within the Science curriculum. We have also consulted the manual 'Laying the Foundations' SRE in primary schools and given due regard to the SRE guidance issued by the DfEE in 2000.

Planning has taken account of the diverse needs of students and sessions will be differentiated as appropriate.

Content

SRE will be delivered to all students in the college at an appropriate level through the following themes:

PRIMARY:

- Male and female/body parts, reproduction and birth
- Growing and changing
- Similarities and differences
- Feelings
- Keeping safe
- Keeping yourself clean and healthy
- Someone to talk to
- Friends
- Families of all kinds
- Choices and consequences
- Gender and sexuality (KS2)

SECONDARY:

- Puberty
- Positive relationships in everyday life
- Dating
- Resisting pressures
- Conception
- Contraception
- Different types of relationships
- Recognising and managing risk
- Contraceptives and safer sex
- STIs
- Sexual Exploitation and pornography
- Body image and self esteem
- Negotiation skills
- Sexual Health services
- Pregnancy
- Parenting
- Choices and decisions
- Personal safety

Content and delivery will be matched to the age, maturity, understanding and needs of each individual student. We will use various methods at the beginning of each year to assess students' current knowledge, understanding and skills in order to ensure that the content of the programme is relevant.

In order to promote common understanding amongst the students we make use of the correct terminology to discuss sexual body parts in school. Whilst we acknowledge that students have different family names for sexual parts we teach and encourage the use of the scientific names. The words we will use include: penis, vagina, clitoris, testicles, breasts and nipples. This language is reflected in the resources used to deliver SRE.

Delivery

The SRE programme will be delivered at a pace and a style appropriate to each individual student. It will also be delivered through broader topic-based work and through other curriculum subjects, for example Science and RE. Students will be encouraged to recognise and apply the knowledge and skills they learn in PSHCE to other contexts both within, and outside of, the school setting.

We recognise that SRE sessions require the use of a range of practical and interactive teaching and learning strategies in order that students have the opportunity to develop skills, explore attitudes and values and acquire knowledge. The range of teaching and learning strategies employed in the delivery of SRE at Norton College include watching videos, 'draw and write', 'draw and tell', concept mapping, discussion, role-play, quizzes, drama, case studies, matching exercises, drawing and debates. Individual teachers will ensure that all students are able to access the activities to be employed. Extension activities will be provided for students who need these.

Students will be made aware of the intended learning outcomes of each lesson/topic so that they can assess their own development and make progress.

SRE will be delivered in the main by teachers, tutors and pastoral workers and relevant outside speakers within the Personal and Social Wellbeing area of the PSHCE curriculum.

We ensure that both male and female students receive information on the emotional and physical changes of the onset of puberty in both genders.

Ground Rules for PSHCE are negotiated at the beginning of each session. The Ground Rules aims to ensure that all students feel safe to contribute to sessions and are aware of the boundaries in terms of confidentiality and child protection. The class teacher will use the Ground Rules throughout the session in order to remind students about how they have agreed to contribute and behave.

Resources

Resources have been chosen by the family of schools to ensure that they reflect the needs of students.

We are currently using the following resources to support our delivery of SRE:

PRIMARY:

- Cambridgeshire SRE Resources
- SEAL units

SECONDARY:

- PSHCE Association approved resources

We will remain flexible in our choice of resources and may select others to suit the needs of particular individuals/groups. Teachers will adapt resources to fully address the needs of all students.

Answering Students' Questions

Students are naturally curious and we believe that if a student asks a question they require an honest and factual answer. This is true of questions asked in all curriculum areas and at other times during the school day.

All staff in the school will answer students' questions around sex and relationships issues in line with the following:

- Questions will be answered in a factual manner without any personal bias and with reference to the age and understanding of the student(s)
- If the answer to a question is not known, the class teacher will suggest that the class do some research to find out the appropriate information and/or direct them to the school nurse.
- In some situations staff will sensitively turn the question back on the student to establish what they already know, for example "that's a very interesting question, I wonder why you are asking that" or ask the rest of the class whether they know the answer "does anyone else know the answer to that question?"
- Students will know that it is not appropriate to ask personal questions of others in line with the negotiated class ground rules.
- All staff have considered some questions that may be asked in SRE sessions, discussed suitable answers and practised responding to questions in a role-play situation.
- If it is felt that it is not appropriate to answer a question in a whole class setting the teacher will explain this sensitively and will give an answer to the student individually at the end or refer the student to the school nurse.
- In all PSHCE/SRE sessions an anonymous question box will be available so that all students feel able to ask questions and receive appropriate answers. **All** questions that are placed in the box will be answered in an age-appropriate, factual manner.

Use of Outside Visitors

Outside visitors will be used to support the SRE curriculum as appropriate. All outside contributors will work within relevant school policies. A member of school staff will be present at all times.

Staff Training

Staff training on SRE is co-ordinated by the Head teacher and the SLT at Norton College. Future training requirements will be identified through the bi-annual review process or through a teacher expressing individual needs to the Head Teacher. There may also be occasions where training needs are identified through our process of lesson observation. Appropriate training will then be sought to fulfil the needs of the staff member. Anybody who attends training will be required to provide an outline of any relevant information to other staff members via the regular staff meeting.

Assessment, Monitoring and Evaluation

At the end of each lesson teachers will use a range of informal methods to give students the opportunity to reflect on their learning and development and comment on content, resources, and delivery styles.

The following can all contribute to assessment:

- self assessment and peer assessment;
- teacher observation

At the end of the year, teaching staff and teaching assistants will give feedback on the SRE programme which will also require them to identify any training needs that they may have.

Parents will be informed of their child's progress in PSHCEE/SRE.

Safeguarding Children, Confidentiality and Child Protection

All staff members within the Norton College have a duty to safeguard the well-being of students.

We recognise that the open discussion associated with PSHCE/SRE may lead to students making disclosures about things that they are worried about or about abuse. There may also be occasions when a teacher may hear things or observe activity/behaviour that may raise concerns of a child protection issue. In these situations the teacher will consult the college's Designated Safeguard Lead. The DSL will then work in line with the relevant school policies in terms of any further action that may be taken.

We use ground rules within PSHCE/SRE sessions in order to ensure that students are aware that teachers cannot offer complete confidentiality in all instances.

Where a staff member has to disclose information to another party, this will be done following discussion with the student. Sensitive information is only disclosed internally or externally with careful attention to the rights and needs of individuals.

For more detailed information on the processes for child protection please consult the school's Child Protection and Safeguarding policy.

Provision for young women's menstruation needs

We recommend that parents also talk to their female children about menstruation; the college school nurse is able to supply you with information and support.

Sanitary disposal units are available and can be obtained from the female Pastoral team in the event of a student starting menstruation when at college. Supplies are kept within school to deal with emergencies; however parents are expected to send students to school with adequate sanitary supplies. Both male and female pupils are educated about periods through the SRE curriculum to encourage empathy.

Information for Staff and Pupils on local support services

It is hoped that students will feel able to approach parents, staff, or the school nurse with any concerns or worries that they may have regarding sex and relationships. School staff will always encourage students to discuss issues with parents.

However we recognise that some students may feel more comfortable accessing other agencies/sources of information. Therefore the school provides a student health and wellbeing notice board displaying telephone numbers and web addresses of appropriate sources of confidential support.

Through the comprehensive PSHCE curriculum students are provided with the knowledge and are able to practice skills to enable them to seek appropriate help and support.

All staff within the school are able to signpost students to age-appropriate support agencies, and are kept updated on local services by the SLT within staff meetings.

Dissemination

Copies of the SRE policy are available from the school office and in the staffroom.

Staff are encouraged to consult school policies on a regular basis and to consider them to be working documents. All staff are briefed on the final version of the SRE policy at a staff meeting.

The SLT has briefed the whole Board of Directors on the main points of the policy and this will be repeated if/when changes are made to the policy. Directors are able to access school policies via the school office.

All parents receive a letter detailing the main points of the SRE policy and requesting permission for their child to take part in the SRE area of the PSHCE curriculum when their child enters the college. Parents are able to access the full SRE policy on request from the school office and on the school website.

Documents Referenced in this Policy

The following documents were referenced during the development of this policy:

- Sex and Relationships Education Guidance DfES 0116/2000
- Sex and Relationships Education, Guidance for Nottinghamshire primary, secondary and special schools.
- National Curriculum Science orders and PSHE Framework
- Learning and Skills Act 2000
- Ofsted Report on SRE 2002
- Laying the Foundations – SRE in primary schools – NCB, 2006
- The Christopher Winter project for primary and secondary schools.