

# Harlington Upper School



## Sex and Relationships Education Policy

Policy No: HUS032

### **Edition 4:**

**Approved By:** Full Governing Body

<b>Document Control</b>		
<b>Edition</b>	<b>Issued</b>	<b>Changes from previous</b>
1	2/2013	Replaces the School SRE policy. Changes in line with current government guidance Additions to reflect new student welfare teams. To reflect the personal development curriculum
2	3/3/2015	Minor amendments to reflect changes to job titles
3		Updated with information on Brook who provide sexual health support and advice.
4	20/06/2017	Internal review only – to reflect change from House to Year pastoral system.

<b>Policies/Documents referred to in this policy</b>	<b>Postholders/Persons named in this policy</b>
Confidentiality Policy	Governing Body
Safeguarding Policy	Headteacher
Anti-Bullying Policy	Deputy/Assistant Headteacher
PSHE and Citizenship Education Policy	Personal Development Coordinator
Equal Opportunities Policy	Teachers/support staff
SEND Policy	Student welfare teams
Curriculum Statement of Intent	School nurse
DfEE Guidance 2000 (DfEE 0116/2000)	Parents
Ofsted 'Sex and relationships in schools' (2002)	
SRE in School, Parliamentary briefing paper 2011 (SN/SP/6103)	

Review Frequency: every 2 years  
Review Date: March 2019

## **1.1 Definition of Sex and Relationships Education**

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. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.”<sup>1</sup>

We believe that SRE is the entitlement of all young people and we are committed to deliver it within the context of a broad and balanced programme of health education, underpinned by values promoting equality and respect.

## **1.2 Aims**

SRE at Harlington Upper School seeks to comply with the requirements of the DfEE Guidance (2000), the recommendations from the Ofsted report, ‘Sex and Relationships’ (2002) and the parliamentary Briefing Paper ‘SRE in Schools’ (2011). It is firmly rooted within the framework for Personal, Social and Health Education (See PSHE and Citizenship Policy). It is also in line with recommendations for best practice, as part of the National Healthy School Standard. In our school we aim through implicit and explicit learning experiences to:

- Ensure that Sex and Relationships Education is integrated into the curriculum and not isolated, taken out of context or over emphasised in any way, whilst maintaining a discreet provision within the personal development curriculum.
- Foster self esteem and respect for others as the cornerstone of good health education and of good sex and relationships education.
- Nurture a partnership between caring adults (governors, teachers, support staff, parents and visiting speakers) to ensure sensitive support for young people as they grow and mature.
- Ensure young people have the ability to accept their own and others’ sexuality.
- Encourage young people to enjoy stable and loving relationships based upon love, mutual respect and trust, free from abuse.

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<sup>1</sup> DfEE Sex and Relationship Guidance, 2000

- Not encourage early sexual experimentation but building up attitudes, knowledge, skills and understanding, which are particularly important today given the many pressures facing young people.
- Ensure that there is no stigmatisation of children based on their home circumstances and that SRE is inclusive, regardless of gender, ability, race, ethnicity, sexual orientation or any other grounds.
- Generate an atmosphere where questions and discussion on sexual matters can take place without embarrassment.
- Adopt a whole school approach to SRE.
- Promote the spiritual, moral, cultural, mental, physical and social development of young people at the school.
- Prepare young people for the opportunities, responsibilities and experiences of life.
- To ensure that students with SEN and Disabilities are properly included in SRE

The school will work towards this aim in partnership with its young people and parents.

The aim of the SRE policy is to clarify the content and the manner in which SRE is delivered at Harlington Upper School.

### 1.3 How is SRE provided?

- **Co-ordination of SRE** is essential to ensure continuity, progression and self-evaluation. This is the responsibility of the Personal Development co-ordinator.
- **Delivery** is through planned aspects within the Personal Development, Science, Child Development, and Religious Education curriculum, addressing moral and ethical issues which may arise from apparently unrelated topics in all National Curriculum subjects. As long as any discussion takes place within the context of the National Curriculum subject, it will not be deemed to be part of the SRE programme and therefore not subject to the parental right of withdrawal. Year Support Workers and the Learning Support team also deliver elements of SRE through intervention programmes. Where this is the case, parents will be given the right to withdraw their child from such interventions.
- **Teaching approaches** will vary, giving pupils relevant information, taking care with sensitive materials, enabling moral issues to be explored through discussion and acquiring appropriate skills. Details can be seen in lesson plans.
- **Resources** for curriculum based learning are listed in schemes of work and are managed by the Personal Development Coordinator. They are made available to teachers in advance of lessons. Session outlines for intervention work are kept in Inclusions and Access and Learning Support

- **Pupil groupings** will be mixed but when appropriate, single sex groups will be arranged and usually year group specific.
- **Staffing** is via normal curriculum teachers and personal development teachers where appropriate, but when delivery is via form teacher, staff are given the option to opt out and be covered by another member of staff if they do not feel comfortable. When delivery is from peer educators, there is thorough training in advance of the lesson and the class teacher is nearby should they be required.

#### 1.4 Staff Responsibility

Governing Body	<ul style="list-style-type: none"> <li>• Ensuring compliance with statutory requirements and DfES guidance</li> <li>• Monitoring and implementation of policy</li> </ul>
Headteacher	<ul style="list-style-type: none"> <li>• Monitoring of policy, advice and consultation</li> <li>• Whole school compliance with policy</li> </ul>
Deputy Headteacher	<ul style="list-style-type: none"> <li>• Management of day-to-day implementation</li> <li>• Oversight of all SRE delivery</li> <li>• Ensuring parents are notified as appropriate</li> </ul>
Personal Development Coordinator	<ul style="list-style-type: none"> <li>• Formulation and delivery of SRE programme in line with this policy</li> <li>• Self-Evaluation of provision in line with school processes</li> <li>• Peer-led education training and input</li> <li>• Negotiation and monitoring of visiting speakers, theatre groups</li> </ul>
Teachers/support staff	<ul style="list-style-type: none"> <li>• Delivery of lessons as planned and appropriate to age of tutor group/class group</li> <li>• Support for activities and interaction with students</li> </ul>

## **1.5 Teaching and Learning**

Within the curriculum, including whole school opportunities, pupils will be given frequent and regular opportunities to practise personal and interpersonal skills and feelings. We value and respect the learning that occurs in the community and in the home, believing that these, alongside school links, are essential dimensions of sex and relationships education. It is important to involve parents whenever possible, and always inform them of the provision.

SRE has three main elements<sup>2</sup>

### **1. attitudes and values**

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision making

### **2. personal and social skills**

- learning to manage emotions and relationships confidently and sensitively
- developing self respect and empathy for others
- learning to make choices based on an understanding of difference and with an absence of prejudice
- developing an appreciation of the consequences of choices made
- managing conflict
- learning how to recognise and avoid exploitation and abuse

### **3. knowledge and understanding**

- learning and understanding physical development at appropriate stages
- understanding human sexuality, sexual orientation, reproduction, sexual health, emotions and relationships
- learning about contraception and support services, about HIV/Aids and STIs
- learning the reasons for delaying sexual activity and the benefits to be gained from such delay and the avoidance of unplanned pregnancy and information about abortion

## **1.6 Parental and Carer right to withdraw**

- Parents and Carers have the right to withdraw their child from SRE provided outside National Curriculum for Science.
- Parents and carers will always be informed that their child will be undertaking SRE during the course of the year and will be given opportunity to communicate to the school in writing their desire to withdraw their child from SRE lessons and sessions.

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<sup>2</sup> Adapted from DfEE, 2000

## **1.7 Confidentiality and Advice**

- Make sure that pupils and parents/carers are aware of the school's Confidentiality Policy and how it works in practice.
- Reassure pupils that their best interests will be maintained.
- Encourage pupils to talk to their parents/carers and give them support to do so where it is in the best interest of the child and does not put them at risk of harm. However, in accordance with the Fraser guidance, the decision to inform parents lies with the Designated Safeguarding member of staff who takes the risk to the student into account
- Ensure that pupils know that staff cannot offer unconditional confidentiality
- If there are any child protection disclosures, the school's Safeguarding Procedures will be followed, referring to the designated teacher for child protection.
- Make sure that pupils are informed of sources of confidential help, for example Brook (who provide sexual health advice and support), the school nurse, counsellor, GP, school health and wellbeing booklet or local young people's advice services, including student support teams.