



Southend High School for Girls

Sex and Relationship Education Policy

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Governor Policy 17S	Author: AJL	Authorised by: Board of Governors
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Reviewing Authority: Board of Governors

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Feb 2015	JC	FE 5/3/15	*			
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A = accepted with no amendments

B = accepted with amendments

C = new edition created

Sex and Relationships Education Policy

1. Introduction

The Sex and Relationships Education Policy has been developed with reference to the following Department for Education document: Sex and Relationship Education Guidance DfEE 0116/2000 (July 2000). This policy should be viewed in conjunction with the school's Safeguarding and Child Protection Policy and the E-Safety Policy.

According to Department for Education guidance:

Sex and Relationships Education (SRE) is lifelong learning about physical, moral and emotional development. 'The emphasis of SRE should be upon an understanding of the importance of 'stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. Students have an entitlement to an appropriate and balanced education about sex and relationships'. All maintained schools in England have a statutory requirement to teach a programme of sex education including work on HIV, AIDS and other sexually transmitted infections.

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about sex and relationships, are more likely to be discerning in their relationships and sexual behaviours, and to have fulfilling relationships. The objective of SRE is to help and support our students through their physical, emotional and moral development. This will enable them to learn to respect themselves and others, and move with confidence from childhood into adulthood.

2. Aims

The aims of this policy are to:

- Define sex and relationship education
- Describe how sex and relationship education is provided and who is responsible for providing it
- Explain how sex and relationship education is monitored and evaluated
- Include information about parents' right to withdrawal
- Be reviewed regularly

3. Scope

This document describes the school's approach to SRE. This policy is intended as guidance for all staff including non-teaching staff and governors.

4. What is Sex and Relationships Education (SRE)?

SRE has three main elements:

Attitudes and Values

- Learning the importance of values and individual conscience and moral considerations.

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

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 differences and with the absence of prejudice.
- Developing an appreciation of choices made.
- Managing conflict.
- Learning how to recognise and avoid exploitation and abuse.

Knowledge and Understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, reproduction, sexual health, emotions and relationships
- Learning about contraception and the range of local and national sexual health advice, contraception and support services.
- The avoidance of unplanned pregnancy

5.0 Safeguarding and Confidentiality

Southend High School for Girls follows the procedures for Safeguarding and Child Protection outlined in its Safeguarding and Child Protection Policy. Clear ground rules are established with students to establish a safe and respectful environment for the discussion of issues relating to SRE. All members of staff are aware that they have a duty of care to report any concerns about a child or young person to one of the Designated Safeguarding Officers (Anna Leman, Penny Bowman, Dora Butt, Lee Boney). Staff are duty bound to pass on any information disclosed by a student about any form of abuse of children and young people to the Designated Safeguarding Lead Anna Leman.

6.0 Staff Roles and Responsibilities

- | | |
|---------------------------|---|
| • Co-ordinator for PSHCEE | Anna Leman |
| • Delivery of 10 & 11 | Dedicated team |
| • Delivery of YR 8 & 9 | Dedicated team |
| • Delivery of YR 7 | Form Tutors /Learning Managers and SHAPE team |
| • SHSG SRE 'Champion' | Charlotte Garnham |

7.0 Delivery of Sex and Relationships Education

SRE is delivered primarily through SHAPE (Social Health & Personal Education) lessons within Personal, Social, Health, Citizenship and Economic Education (PSHCEE) and Science lessons. However, aspects of relationships within a moral and ethical framework may be covered in other subjects. There may be relevant learning in other subjects such as Religious Studies in relation to laws and the views of religious and secular groups on matters such as abortion and same-sex relationships. E-Safety sessions in the pastoral programme recognise ways students could put themselves at risk through the use of technology. These can include risks to their emotional and physical wellbeing and safety and their personal reputation. The risks and the law related to sharing and downloading images, and information regarding safe ways of sharing information, social networking, online dating and sharing images are also discussed.

In SRE lessons staff will do the following to ensure clear boundaries are established for confidentiality between students and teachers:

- Reassure students that their best interests will be maintained
- Encourage students to talk to their parents, or carers, and give them support to do so
- Ensure that students know that teachers cannot offer unconditional confidentiality
- Reassure students that, if confidentiality has to be broken, they will be informed first and then supported as appropriate
- If there is any disclosure, or possibility of abuse, staff will follow the school's child protection/safeguarding procedures
- Ensure students are informed of sources of help, for example, the school nurse, counselling services, GP or sexual health clinic.

8.0 Outside Agencies

SHSG recognises that links with outside agencies have a vital role to play in delivering up-to-date information to students. We have visits from outside speakers and endeavour to maintain good working links with:

- CEOP (Child Exploitation and Online Protection Centre)
- Police Liaison Officer
- School Nurse Services
- Stonewall

9.0 Training Provision

We maintain links with and receive training and support from the following organisations: Southend RSE Secondary Project, NHS Primary Care Trust; Southend Community Care Services; NHS Health Authority Trust and their support staff; Southend Local Authority. School Nurse Services and the Southend Sexual Health/Teenage Pregnancy Unit.

10. Parental Right to withdrawal from Sex and Relationship Education

The sex education elements of the National Curriculum Science Order are mandatory for all students of primary and secondary school age. These cover anatomy, puberty, biological aspects of sexual reproduction and the use of hormones to control fertility. Parents have a right to withdraw their children from all other parts of SRE if they want. Parents requesting withdrawal will be invited to discuss how they intend to provide this education themselves with the Assistant Head Teacher (Pastoral), though there is no obligation for them to do so. Parents still wishing to withdraw their children should make this request in writing to the Head Teacher, following which alternative arrangements will be made for the students.

11. Equality, Diversity and Inclusion

At SHSG all staff and students are treated equally regardless of their sex, gender identity, race, educational needs, religion, disability, sexual orientation, nationality, ethnic or national origin, or social background. The SRE policy is in line with the school's Equality Policy. SRE is sensitive to the different needs of individual students and may need to evolve as the student population changes. At all times we aim to ensure the wellbeing of students and to meet their learning needs. SRE lessons will cater for all students and will be respectful of how students choose to identify themselves, understanding that depending on their age and maturity, their sexual orientation and gender identity may be "emerging". SRE will be sensitive to the different needs of individual students and may adapt and evolve over time.

12. Monitoring and Review

Sex and Relationships Education will be monitored through feedback from staff, students and parents, evaluated, and overseen by the Assistant Head Teacher (Pastoral). The opinions of staff, students and parents will also inform future planning to ensure that the delivery of SRE continues to meet the needs of our students. Policies will be reviewed in line with any new guidance from the Department for Education and local health and education authorities.