****

**WALTON HIGH SCHOOL**

***Proud to be part of Walton Multi Academy Trust***



 **Sex and Relationship Education Policy (SRE) POLICY**

Date Established: September 2016 Review Date: September 2019

Governor Committee Responsible: Community

Leadership Link Person: Mrs A Cashmore

|  |  |  |
| --- | --- | --- |
| Share with following  |  |  |
|  |  |  |  |
| Governors |  | Staff – Presentation |  |
| Leadership |  | Parents / Pupils - Website |  |
| Staff - Handbook |  | Other |  |

**Walton High School**

This policy is set within the framework of the 1996 Education Act, Sex Education in Schools and in conjunction with The Equality Act 2010

Reference has been made to

•  DfEE document “Sex and Relationship Education Guidance” issued July 2000. Reference DfEE 0116/2000. This remains the most current guidance.

•  Ofsted Report “Not Yet Good Enough: PSHE education in Schools.” May 2013 (Reference Ofsted 130065) highlighted Ofsted concerns as to the emphasis on biological aspects in SRE teaching in secondary schools. This has been carefully considered during the review of the programme of study for SRE at Walton High School.

The school considers sex education to be an important part of its work in preparing young people for adult life. Young people face great pressures from their peers, the media and society in general on sexual matters.

Sex education should not be seen as an isolated topic. It needs to be an integral part of the learning process which includes such concepts as growing and changing, the life-cycle, puberty, reproduction and sexual health. It is also about emotions, relationships and responsibilities and should be set in the context of caring relationships.

Sex and Relationship Education (SRE) is lifelong learning for all young people in school, irrespective of their gender, ethnicity or ability. It is about physical, moral and emotional development, the understanding of the importance of 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. SRE should enable students to make informed and appropriate choices as they become young adults and to develop responsible attitudes to sexual activity and the development of their own stable, loving relationships.

The school believes that all pupils are entitled to a sex education programme which encourages the understanding, tolerance and valuing of different views and beliefs. The Trust’s sex education programme seeks to complement and support the role of parents.
Parents have the right to withdraw their children from sex education lessons (other than those which form part of the Science curriculum) but they are encouraged to discuss the programme and their concerns with the school first so that any misunderstandings can be corrected and fears allayed.

**Aims**

1. To ensure that all pupils receive appropriate information on the biological aspects of sexuality as part of their Science curriculum.
2. To encourage an ethos of trust and openness where topics can be freely discussed.
3. To help pupils to develop informed, reasoned and responsible attitudes.
4. To help pupils develop self-esteem and self-confidence leading to responsible caring relationships.
5. To ensure that all pupils are aware of the risks associated with irresponsible sexual behaviour and of agencies for support, counselling and practical help.

**Practice**

1. All pupils are taught the biological facts about puberty, menstruation and reproduction as part of their Science lessons.
2. Within the Personal, Social and Health Education programme, all pupils are taught about STIs (sexually transmitted infections), positive self-image, peer pressure, consequences of unprotected sex, contraception, child sexual exploitation and the risks associated with social media and technology.
3. Sex education and the wider area of personal health is delivered during PSHE days in each year group where the topics covered are tailored to the age and experiences of the particular pupils involved.
4. Sex education in school is set within the context of caring relationships, within a moral framework.
5. Pupils explore moral values, the role of the family, the role of religion, parenting, gender issues and stereotyping as part of the sex education programme, delivered within both Personal, Social and Health Education, Religious Education lessons and during assemblies.
6. Pupils are encouraged to discuss social and peer pressures and to develop self-esteem and assertiveness in relationships.
7. Colleagues from other agencies assist with the delivery of sex education including the school nurse and health care professionals.
8. Sex education takes place in tutor groups unless single sex grouping is considered more appropriate for specific issues (eg menstruation) and is also integrated within the curriculum in normal teaching groups.
9. Where a pupil discloses sexual abuse or where a teacher has reason to suspect such abuse, immediate action must be taken in line with the Safeguarding Procedures.
10. Confidentiality - a teacher approached by an individual pupil for specific advice on contraception or other aspects of sexual behaviour should encourage the pupil wherever possible to seek advice from her/his parents and/or from the relevant health service professional (family GP or school nurse).

**GUIDELINES FOR TEACHERS ON SENSITIVE ISSUES, CONFIDENTIALITY AND ADVICE TO STUDENTS**

Sensitive Issues - These may include: Puberty, Menstruation, Sexual intercourse, Contraception, Abortion, Safer sex, HIV / AIDs, Sexually transmitted infections (STIs) and Abuse.

The classroom teacher is directly responsible to the Head teacher in all areas of the curriculum. This includes areas that deal with sensitive issues. The teacher therefore should show the usual level of organisation for these areas in terms of clarity of objectives, tasks and availability of resource materials. There should also be a clear policy on assessment of this work.

Teachers should understand the difference between stating facts and stating opinions. If work in sensitive areas of the curriculum causes teachers any concerns, they should discuss them with the Head teacher. All staff should read the following sections of information.

The DfEE document “Sex and relationship Education Guidance” issued July 2000, (ref. DfEE 0116/2000) contains information in its section 2 on specific sensitive issues.

The school curriculum sets out how sex and relationship education will be provided. It is however inevitable that related issues will emerge in other lessons from time to time. The following section contains relevant guidance on teaching strategies from the DfEE document “Sex and relationship Education Guidance” issued July 2000:

**Ground rules**

A set of ground rules will help teachers create a safe environment in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from students. Ground rules might be developed as part of the school’s sex and relationship education policy or individually with each class or year group. For example: no teacher or student will have to answer a personal question; no-one will be forced to take part in a discussion; only the correct names for the parts of the body will be used; and meanings of words will be explained in a sensible and factual way

**Dealing with questions**

Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting. Many teachers are concerned about responding to unexpected questions or comments from students in a whole class situation. Having a set of ground rules should reduce the chances of this happening but the following guidelines should be used: If a question is too personal, the teacher should refer back to the ground rules. If the student needs further support, the teacher can refer her or him to the appropriate person, such as the Head of House, PSHE coordinator, welfare managers, and school counsellor or child protection officers.

If a teacher doesn’t know the answer to a question, it is important to acknowledge this, and to suggest that the answer is researched later. If a question is too explicit, seems inappropriate for the age of the student, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In this way, the student will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect, the teacher must remember to talk with the student later; and if a teacher is concerned that a student is at risk of sexual abuse, they should follow the school’s child protection policy referring the matter as a cause for concern to a designated Child Protection Officer

**Confidentiality**

If a student makes a personal disclosure to a member of staff, that member of staff cannot offer or guarantee unconditional confidentiality. The procedure set out in the school’s child protection policy for when a child reveals abuse should be used in these circumstances.

The information that has been disclosed should be reported to a designated Child Protection Officer. DfEE document “Sex and relationship Education Guidance” issued July 2000, contains relevant guidance on confidentiality.

**Advice to Students**

Trained teachers will give students full information about different types of contraception, including emergency contraception and their effectiveness. Students may wish to raise further issues with staff arising from discussion in the classroom. Trained teachers can also give students – individually and as a class – additional information and guidance on where they can obtain confidential advice, counselling and, where necessary, treatment.

Members of staff from our pastoral team are available to help support students with concerns in the first instance. Referrals to the school nurse can be made if necessary.

All pastoral support staff work together with tutors, but they will not share personal information about students without their permission **unless there are child protection concerns.**

**Working with Parents**

Parents are the key people in: teaching their children about sex and relationships; maintaining the culture and ethos of their family; helping their children to cope with the emotional and physical aspects of growing up; and preparing them for the challenges and responsibilities that sexual maturity brings.

It is hoped that the school’s sex and relationship education programme will complement and support the role of parents.

The SRE policy will be available via the school website and parents will be advised when SRE lessons are to be delivered as part of the PSHE programme.

Parents have the right to withdraw their children from all or part of the sex and relationship education provided by school. The exception to this is for those parts delivered in Science lessons as these parts are included in the statutory National Curriculum. Any parent wishing to withdraw their child is encouraged to contact the PSHE co-ordinator to discuss the matter.

**Related Polices**

1. Anti-Bullying
2. Behaviour
3. Safeguarding
4. Equal Opportunities