

1. Sex and Relationship Policy June 2017- June 2018

Guidance

This policy was developed in response to the Sex and Relationship Education Guidance DfES 2000, the National Teenage Pregnancy Strategy and National Healthy Schools Programme. Updated legislation has also been taken into account and a further update is due September 2019.

Our students follow a sex and relationships curriculum that continues through all year groups and suitably reflects their experiences and maturity related to their key stage.

This document outlines the aims of sex and relationships education at all key stages with the policies applicable to infants, juniors and seniors with policy points specifically relating to a particular key stage will be listed as such.

2. What Is Sex and Relationship Education?

At primary level, the sex and relationships education is mainly explored through relationships so is often referred to as RSE as opposed to SRE at senior level.

SRE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

3. Principles and Values

Mayfield School believes that SRE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people.
- Encourage every pupil to contribute to our community and aim to support each individual as they grow and learn.

- Be set within this wider school context and support family commitment, love, respect, affection, knowledge and openness. Family is a broad concept; not just one model e.g. nuclear family. It includes a variety of types of family structure and acceptance of different approaches.
- Encourage pupils to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love and respect.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to share information on topics taught and resources used appropriately, where requested.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

4. Sex and Relationship Education in this school has two main elements:

Attitudes and Values

- Learning the importance of values, individual conscience and moral choices.
- Learning the value of family life, stable and loving relationships, and marriage.
- Learning about 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.
- Challenging myths, misconceptions and false assumptions about normal behaviour.
- Recognising the role of the media and social networking in offering perspectives on love, relationships, marriage and at senior school level, sex.

Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.

- Learning to make choices with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Empowering pupils with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter).
- Developing a healthy respect for the risks of social media and possible exploitation via the internet.

5. Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will consider parental requests and concerns.

Pupils with Special Needs

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our pupils, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

Primary curriculum

6. Aims of Primary RSE

The Primary RSE programme will be age-appropriate, building knowledge and life skills over time in a way that prepares pupils for issues they will soon face including:

- Different types of relationships, including friendships, family relationships, different kinds of families and dealing with strangers.
- How to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance and boundaries.
- How to manage conflict, and also how to recognise unhealthy relationships.

- How relationships may affect health and wellbeing, including mental health.
- Maintaining healthy and safe relationships online.

7. Organisation and Content of Relationship Education in Primary section.

The DfE have advised that the teaching of Relationships Education will become a compulsory part of the Primary curriculum from September 2019 and are currently consulting on the statutory guidance and content for this new subject area.

Currently our Relationships Education programme is designed to ensure pupils are taught the knowledge and life skills they will need to stay safe and develop healthy and supportive relationships as they grow up in the on-line world. The Primary section delivers Relationships Education through a weekly PSHE lesson which is based around circle time or a SEAL (social and emotional aspects of learning) approach. Relationship Education is also developed through our daily assembly programme, our reward systems and other curriculum areas such as Science, Computing, English and Religious Education.

Senior curriculum

8. Aims of Senior SRE

The aim of Senior SRE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our SRE programme aims to prepare pupils for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- Develop an understanding of how to discuss issues and resolve conflict within a relationship.
- Understand the consequences of their actions and behave responsibly within sexual relationships.
- Recognise unhealthy relationships and know how to get help where appropriate.
- Understand human sexuality, reproduction, sexual health, emotions and relationships.
- Learning the reasons for delaying sexual activity making links to spiritual and religious choices that individuals make linked to sex and contraception.
- The avoidance of unplanned pregnancy.

- Avoid all forms of exploitation or exploiting others including being pressured into unwanted or unprotected sex.
- Communicate effectively by developing appropriate terminology for sex and relationship issues.
- Develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity
- Understand the arguments for delaying sexual activity.
- Understand the reasons for having protected sex.
- Have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- Be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- Know how the law applies to sexual relationships.

9. Organisation and Content of Sex and Relationship Education in Secondary (years 7 to 11) education.

Mayfield School specifically delivers Sex and Relationship Education through its PSHE Programme, RE and Science lessons at KS3 (years 7 and 8), and KS4 (years 9 to 11).

Within the senior school much of the Sex and Relationship Education at Mayfield takes place within PSHE lessons. The PSHE Curriculum is delivered by a mixture of PSHE teachers and experienced teachers of other subjects. SRE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

The PSHE Programme and Science National Curriculum is taught in every year.

Any SRE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When pupils ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the pupils, the question may be dealt with individually at another time.

The PSHE team has developed lessons to include some more recent issues linked to social media, body image and contraception choices. In individual cases when extra support is required pupils are referred to the Assistant

Headteacher for Vulnerable Groups and they will refer pupils to Outside Agencies for targeted intervention.

10. Monitoring and Evaluation of Sex and Relationship Education

The Governors are responsible for overseeing and requesting revision of the Sex and Relationship Education Policy where required.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of pupils. This includes evaluating and commenting on the school's sex and relationship education policy, and on support and staff development, training and delivery.

Primary section (key stage 1 and 2)- It is the responsibility of the Head of Primary to monitor and evaluate the quality of the Relationships Education that is provided in the Primary section. This will include scrutiny of curriculum planning and lesson delivery and listening to the views of the staff and the children about the quality of provision. In time, as the Primary section grows, it is anticipated that one of the teachers will assume the role of Primary PSHE Co-ordinator and will work closely with the PSHE Co-ordinator in Seniors.

Senior section (key stages 3 and 4)- It is the responsibility of the PSHE Co-ordinator to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE programme will be treated as a subject department in this exercise, under which all departments undertake half termly Quality Assurance as planned by the Subject Leader.

11. Right of Withdrawal of Pupils from Sex and Relationship Education

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any SRE resources the school uses.

12. Confidentiality, Controversial and Sensitive Issues

Teachers cannot offer unconditional confidentiality.

In a case where a teacher learns from a school aged child that they are having or contemplating sexual intercourse:

- the young person will be persuaded, if appropriate, to talk to parent/carer and if necessary to seek medical advice.
- child protection issues will be considered, and referred if necessary to the designated safeguarding lead under the school's procedures.
- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual pupil, but in a classroom situation they must follow the school's confidentiality policy.