



Allerton Grange School

SRE Policy

(Sex and Relationship Education)

2020-21

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Reviewed November 2020

Review cycle: 1 year

Next review: November 2021

1. Rationale and Ethos

This policy covers Allerton Grange School's approach to delivery and quality assuring an effective and mandatory RSE curriculum that coincides with the requirements outlined by the Department of Education. We define 'relationships and sex education' as accurate information about sex and relationships that allows pupils the opportunities to develop life skills and a moral framework that aims to enable them to make good use of the information.

Allerton Grange School believes that all students should be able to enjoy the positive benefits of loving, rewarding and responsible relationships. They should be informed and comfortable with the changes in puberty, sexual health and emotional safety. Furthermore, Allerton Grange aims to be a safe place for students to process and critically analyse the information they have acquired from the media or playground myths.

We ensure that RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by creating age appropriate resources for all that provide the rich and critical information needed to support our students. Moreover, we ensure that RSE fosters gender equality and LGBT+ equality through gender identity and sexual identity education as well as instilling a zero-tolerance policy on homophobia and sexism.

The intended outcomes of our programme are that pupils will:

- 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
- Behave responsibly within personal relationships
- Communicate effectively
- Have sufficient information and skills to protect themselves from unintended/unwanted conceptions and STIs
- Neither exploit others or be exploited
- Access confidential advice and support
- Be aware of and enjoy their sexuality

2. Roles and Responsibilities

SRE is an educational requirement for all children and young people and must be delivered using the best evidence of what works for young people. The RSE programme will be supported by a range of curriculum areas including Science, PSHE, and Religious Studies.

Focused and developed SRE lessons will be primarily taught by form tutors who will receive training on the expectations of delivering safe, responsible and quality assured lessons to support pupils with their sexual and relationship growth.

3. Justification and Legal Requirements

Allerton Grange School believes that a strong relationships and sex education allows all students to make informed choices about their personal and social health and safety. We believe that all students have the right to crucial information that can aid them in developing secure relationships and having a safe and responsible understanding of sex.

The law in relation to SRE states:

- The governing bodies of schools are required to keep an up to date SRE policy that describes the content and organisation of SRE provided outside the national curriculum. At Allerton Grange the details of what is taught in each year can be found in the KS3 and KS4 plans for 2019-2020. For full details of this see Ms. Beenen (broganbeenen@allertongrange.com)
- All schools must deliver relationships and sex education from September 2020 which falls in line with the guidance published by The Department of Education.
- Parents/carers have the right to withdraw their child from SRE lessons except where delivered in science and discussing lifestages.
- The SRE programme must include (as a minimum) information about sexually transmitted infections (STIs) and HIV/AIDs

Documents that inform the school's SRE policy include

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st Century (2014)
- Keeping Children Safe in Education—Statutory Safeguarding Guidance (2016)
- Relationships and Sex Education Statutory Guidance (2019)

4. Dissemination, monitoring and evaluation

This policy is published to all staff members and governors and is available on the school website. The policy and programme are monitored and evaluated through QA procedures, discussion, staff and student voice and SLT review.

5. Aims

This policy is a working document which provides guidance on all aspects of SRE and aims to provide a secure framework within which staff can work. The intended audience includes:

- Staff
- Parents/carers
- Governors
- Visitors to the school

Allerton Grange School aims to achieve the outcomes of ECM (Every Child Matters), and to provide young people with the following:

- Learning about their bodies, their health and their relationships
- Gradual fact based and accurate information
- The development of values, attitudes, personal and social skills and increased knowledge and understanding to allow them to make informed decisions and life choices
- An age appropriate education taught through all Key Stages

Parents and carers should be involved in the development of SRE. They have the right to withdraw their child from SRE taught outside the national curriculum, but if they choose to withdraw their child from school provision they have the responsibility to provide alternative SRE and must inform the member of SLT with responsibility for SRE.

6. Planning and Teaching SRE

SRE has three main elements:

6.1 Values and attitudes

Because of the personal and social nature of the topics covered in SRE, **values and attitudes** are a central part of learning and moral development. There are clear values that underpin SRE including:

- mutual respect,
- the value of family life, marriage and of loving and stable relationships in bringing up children
- rights and responsibilities, for self and others
- commitment to safety and wellbeing
- gender equality
- acceptance of diversity, and
- that violence and coercion in relationships are unacceptable

Students should be supported to identify and develop these values as they progress through their school years. For example;

- the importance of fairness, equity and caring for one another is introduced in the Early Years Foundation Stage
- friendships is a central thread of primary SRE
- the importance of respect and consent in intimate relationships is developed at secondary level

The values in SRE are consistent with the values underpinning the National Curriculum, which aims to enable all children and young people to become:

- successful learners who enjoy learning, make progress and achieve;
- confident individuals who are able to live safe, healthy and fulfilling lives, and
- responsible citizens who make a positive contribution to society

Throughout SRE (both in discrete lessons and in other curriculum areas) students benefit from opportunities to identify and reflect on their own values and those of others including their peers. Well-trained teachers are able to facilitate discussion while maintaining the underpinning values listed above as a central reference point.

6.2 Knowledge and understanding

SRE should also increase student's **knowledge and understanding** at appropriate stages by:

- learning and understanding emotional and physical development
- understanding human sexuality, reproduction, sexual health, emotions and relationships
- learning how to resist unwelcome pressures to be sexually active
- learning how to avoid unplanned pregnancy and STIs including learning about contraception and infection avoidance
- learning about pregnancy and the choices available

- learning about the range of local and national sexual health advice, contraception and support services available
- understanding the legal aspects of sexual behaviour
- learning about the links between sexual health and alcohol
- understanding the positive benefits of loving, rewarding and responsible relationships
- learning about the impact of coercion and violence and understanding that consent is critical.

6.3 Personal and social skills

As well as knowing facts, it is important that students develop personal and social skills to make informed decisions and life choices, including:

- learning to identify their own emotions and those of others
- managing emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- communicating openly and respectfully about sex and relationships
- making and carrying out decisions
- developing an appreciation of the consequences of choices made
- coping with and resisting unwelcome peer pressure
- managing conflict
- learning how to identify risk,
- recognising and avoiding exploitation and abuse, and
- asking for help and accessing advice and services.

7. Where SRE should be taught

SRE is taught within the statutory requirements of the National Curriculum. PSHE education and citizenship provide an effective context for SRE because they focus on exploring values and developing positive attitudes, developing personal and social skills, learning about healthy and safe lifestyles, and about the rights and responsibilities of citizens.

The programme has been based taking into account local and national guidance. It will be reviewed yearly to ensure that provision matches need of the students.

8. Programme content

In KS3 and 4 pupils learn how good relationships can promote mental well-being, how to manage their feelings positively and how to manage changing relationships. Year 9s also look specifically at Teen Relationship abuse. They learn the law relating to sexual behaviour; how to develop skills of assertiveness in order to resist peer pressure and stereotyping; about different sexualities; and how to access sources of advice and support and when and where to get help, such as from a sexual health clinic. Pupils learn to recognise the influences and pressures around sexual behaviour and how to respond appropriately and confidently, seeking professional health advice where necessary. They learn how HIV and other STIs affect the body, how different forms of contraception work, the risk of early sexual activity and the link with use of alcohol. Discussions around moral issues such as abortion, contraception and the age of consent are all considered. Key features include:

Accessing help and support:

- local and national
- turning to trusted adults

- unplanned pregnancy – pregnancy choices
- emotional literacy
- confidentiality – in school and in sexual health services

Minimising risk in sexual encounters:

- knowing about STIs
- knowing that contraception exists and where to access sexual Health Services
- safer sex and its negotiation
- alcohol education
- considering real life situations eg parties
- peer pressure and influence – the normative approach
- challenging myths and misunderstandings

Empowerment to make positive and informed choices:

- considering rights
- raising self esteem
- exploring friendships
- being assertive in order to preserve well being

Challenging stereotyping and prejudice:

- challenging sexual stereotyping
- challenging homophobia
- considering media messages

Improving relationships:

- valuing friendships
- communication skills – conflict, negotiation, assertiveness, appreciation
- how to recognise teen relationship abuse

Helping pupils through the process of adolescence:

- the physical changes of puberty
- the emotional changes of puberty
- changing relationships

SRE is:

- embedded in the PSHE curriculum as part of the wider National Curriculum
- delivered through timetabled lessons
- overseen by the PSHE co-ordinator

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of SRE in school. Our school has a code of practice for using visitors to support the delivery of PSHE.

9. Safeguarding Children Statement

Teachers are aware that effective SRE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issues. All staff are conversant with the procedures for reporting their concerns through the *Child Protection and Safeguarding Policy*. Any concerns or disclosures should be referred to the Designated Safeguarding Lead for Child Protection Ruth Phillips or Sarah Whittingham.

10. School access to Sexual Health Services

Our school can refer pupils to Sexual Health Services when appropriate and has access to medical professionals

Policy ratified by governors on:

Policy to be reviewed July 2020