



NHESC Sex and Relationships Education Policy

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Ratified by:	School Improvement Advisory Group
Signed by chair	
Date:	
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Sex and Relationships Education Policy

1. The Policy Statement

1.1 Definition

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage, full 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. (DFES guidance 2000)

This policy seeks:

- To ensure that North Herts Education Support Centre fulfils its statutory requirements in the delivery of SRE.
- To present how SRE is provided and who is responsible for providing it.
- To present how SRE is monitored, evaluated and reviewed.
- To inform parents and carers of their right to withdraw children from some lessons if they wish.

1.2 Co-ordination

- This policy has been written in consultation with health professionals and in particular, representatives from North Herts ESC.
- The Personal, Social and Health Education (PSHE) co-ordinator is responsible for managing the teaching of discrete SRE, including the booking of specialist speakers and the purchasing and monitoring of resources and organising training as required.
- The Science co-ordinator is responsible for the teaching of the science national curriculum where it relates to SRE.
- The Assistant Head teacher and PSHE Co-ordinator are responsible for leading on the SRE review and evaluation.

2. SRE at North Herts Education Support Centre

In line with the DFES guidance 2000, North Herts Education Support Centre provides sex education as part of the National Curriculum. Non-biological aspects of sex education including moral aspects, social issues and sexually transmitted diseases (including HIV and AIDS) are taught during the Personal Health and Social Education classes.

North Herts ESC intend that students shall participate in all aspects of the sex education curriculum, although they do recognise a parent's right to have their child withdrawn from those aspects of the curriculum which are not part of the National Curriculum.

North Herts ESC, in determining the SRE policy, seek to ensure that the programme of study for SRE includes material of the highest quality, appropriate to the needs and ages of the students. The Centre will regularly review practice, in particular teaching methods, to ensure they are appropriate.

North Herts ESC recognises that issues related to SRE will emerge from time to time in other lessons. Discussion of these issues shall be confined to the context of the subject being taught. Such occurrences do not formally constitute part of the context programme of sex education. Teachers will need to balance the need to give proper attention to the relevant issues, with the need to respect the principles of the school's SRE.

Individual issues, pertaining to a student's personal circumstances, should not be answered in class. In this instance the student's question should be dealt with outside the class, ideally in the presence of another teacher. Students should be advised by the teacher that such questions should normally be drawn to the attention of the child's parents. If necessary Child Protection or designated teacher should be informed and relevant forms completed.

Whilst the non-biological aspects of sex education include information about contraception, a teacher shall not advise an individual without parental knowledge. If a teacher believes a pupil

is at moral or physical risk, or in breach of the law, the teacher should ensure that the pupil is aware of the implications and should seek appropriate advice. The teacher should inform the member of staff responsible for SRE, who should arrange for the pupil to be counselled and, if he/she is under age, inform the parents. The particular circumstances of the case will determine whether or not specialist support services should be also involved.

Sexuality is a lifelong process. North Herts ESC's SRE focuses on the beginning with puberty and extending into young adulthood. It is recognised that there are many influences on sexuality which include family, peers, religion, economics, school, media, law and science. Students will be encouraged to understand these influences within a framework of sensitivity and tolerance.

SRE encourages self-respect and develops respect for others. The value of loving and constant bonds in sexual relationships is encouraged. The students will learn fundamental values including self-discipline and responsibilities.

It is recognised that effective sex education requires the students to examine and question their own attitudes and those of others. They will also need to consider their values and relationships in order to make decisions. Although the emphasis is towards attitudes and decision making skills, it is important to provide basic sexual information including safe sex practices.

A definite attempt is made in this school to appreciate and understand the feelings and needs of girls, boys, women and men. Sexist assumptions, such as that young women are more passive in sexual relationships than young men that women are responsible for contraception that women are physically weaker and that women will be homemakers and men breadwinners are discussed and challenged.

When the issue of homosexuality arises, as it certainly will do in certain discussions about Aids, if not elsewhere, then it is treated in a tolerant manner. No attempt is made to promote this aspect of sexuality, whilst prejudice is also carefully avoided. Homophobic comments and attitudes both explicit and implicit are discussed and challenged.

Sex and Relationships Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care. It is also about the promotion of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity- this would be inappropriate teaching.

The SRE in PHSE has three main elements:

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.

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.

Knowledge and understanding

- Learning and understanding physical development at appropriate stages;
- Understanding human sexuality, reproduction, sexual health, emotions and relationships;
- Learning about contraception and range of local and national sexual health advice, contraception and support services;
- Learning the reasons for delaying sexual activity, and the benefits to be gained for such delay; and the avoidance of unplanned pregnancy.

3. SRE within the Curriculum

3.1 PHSE at Key Stage 3 (years 7-9)

The emphasis in Key Stage 3 is on developing and maintaining relationships. Issues addressed include: - What is friendship? , Characteristics we find attractive in people; sharing our thoughts and feelings, image making and the pressures young people are exposed to.

3.2 PHSE at Key Stage 4 (years 10-11)

The PHSE programme at Key Stage 4 includes a unit on sex education which has been developed following guidelines from the PSHE Association. The contents of the unit covers:

- Understanding a range of relationships, family lifestyles and sexuality, including an awareness of culture and individual differences.
- Understand the qualities and attributes that help form individuals' positive consensual relationships.
- Understand the individuals share rights and responsibilities within a relationship.
- Be aware of the law in relation to sex and sexuality.
- Understand how the body works in relation to sexual activity.
- Be aware of the agencies able to give help, advice and treatment on contraception and sexual health. Communicate about sex, sexuality and relationships effectively.
- Understand the range and purpose of male and female contraception methods and knowledge of sexually transmitted infections.
- North Herts ESC has a yearly visit from the Hertfordshire Chlamydia service along with visits from the School Nurse.

3.3 Assessing pupil progress

It is easier to assess an increase in knowledge and the development of skills than changes in attitudes. Knowledge is assessed using the outcomes.

4. Monitoring and evaluating SRE

Policy and practice will be monitored and evaluated in the following ways:

- Informally as the PSHE and science co-ordinators and other teachers involved in delivery of the programme discuss elements taught and report to staff on issues that arise from the teaching
- Review of the SRE programme every three years by the designated Assistant Head teacher and PSHE co-ordinator.
- Full formal review by the link Management Committee member annual self evaluation.

4.1 Training staff for SRE

There is a commitment at NHESC to support the training of staff involved in SRE. This is to ensure that staff who teach SRE within the moral and value framework of this policy feel confident, skilled and knowledgeable to deliver effective SRE.

4.2 Working with parents/carers

NHESC is committed to working with parents and carers and believes that the school and parents and carers have a joint responsibility for their children's education, including sexual matters. We recognise that parents are key in teaching their children about sex and relationships.

- We are aware that some parents and carers find it hard to talk with their children about sexual development and are happy for the school to take the initiative. Staff are willing to discuss with parents any matters which they are concerned about. It is important that there is no conflict of information given to children.
- We do our best to incorporate a diversity of religious and/or cultural views into our SRE, as well as maintaining our commitment to equal-opportunities.

4.3 Procedures for children withdrawn from elements of SRE

- Section 405 of the Education Act 1996 consolidates the right of parents to withdraw their children from all or parts of a school's programme of sex education, where it is not part of the national curriculum (e.g. Science – c.f. Appendix 1) If a parent or carer wishes to withdraw a child from SRE lessons we ask that they discuss it with the head teacher. We will make alternative arrangements if the child is withdrawn from lessons.

4.4 Personal beliefs of teachers

Teachers must not discuss their personal relationships or sexual orientation with students.

5. Confidentiality

School staff are employed as professionals with duties to uphold national, local and hospital protocols on Confidentiality and Child Protection.

5.1 Contraception giving advice

Contraception education should include information about different types of contraceptives, including emergency contraception and their effectiveness. Teachers may also give students, individually and as a class, information on where they can get confidential advice, counselling and, if necessary, treatment. There is a clear distinction between providing general education about contraception and specific advice to an individual regarding contraception.

The general rule is it would not be practice for teachers' to offer an individual pupil specific advice on contraception. The school should be aware that they should encourage individual students to seek advice from their parents/carers and also ensure that students are aware of appropriate health service professionals who can provide such confidential advice. North Herts ESC engages with the Hertfordshire Chlamydia screening programme which includes a formal session for students on contraception and chlamydia. If in doubt regarding the giving of advice to a pupil, the member of staff should refer the pupil to the Head teacher.

5.2 Information and referrals of under sixteens:

If a teacher becomes aware that an under 16 year-old is having sex, the school should, wherever possible persuade the young person to talk to their parents or carers; address any child protection issues; ensure that the child has been adequately counselled and informed about contraception and safe sex. Any disclosure by a child of under- aged sex should be viewed as a child protection issue. All information should be referred to the Assistant Head teacher/DSP and tutor in their respective ESC.

5.3 Support and counselling for students

SRE sessions will clearly inform students where to go for support and counselling should it be required and will encourage them to make use of those services which are available in the hospital setting.

5.4 Child protection

All staff should be made familiar with the school's child protection procedures.

5.5 Teaching about safe sex

The SRE sessions which contain information about HIV and Aids should inform students about:

- The risks of getting HIV and Aids and other sexually transmitted infections
- What is risky behaviour: information about safe-sex including condom use
- Skills to avoid unwanted pressure to have sex or unprotected sex
- Skills to negotiate safe sex.

5.6 Abortion and the Law

SRE programme at North Herts ESC will seek to enable students to explore the dilemmas involved in deciding whether to have an abortion, to understand about abortion and develop the communication skills to be able to discuss these issues with parents and health professionals. The cultural and religious views of students and their parents will be respected.

6. Answering questions

Students are able to use class discussion to improve understanding. There is also an anonymous question box for students.

6.1 Confidentiality

Teachers covering SRE issues in their lessons (embedded or discrete) will establish guidelines for what is appropriate and inappropriate discussion within a whole class setting. They will discuss their ground rules with students before the start of the session, to reduce the chance of inappropriate questions.

Teachers will be supported and trained so they are prepared for the unexpected. It is important to remember that if you don't know the answer to a question then you should acknowledge this. If a question is too explicit, feels too old for the pupil, is inappropriate for the whole-class, or raises concern about sexual abuse the teacher should acknowledge it and promise to attend to it later, on an individual basis.

6.2 Further information about sex and relationships education is available

<http://curriculum.qcda.gov.uk/key-stages-3-and-4/subjects/key-stage-3/personal-social-health-and-economic-education/personal-wellbeing/index.aspx>

Awards, Certificates and Diplomas in Employability and Personal Development 7546

Hertfordshire Children's Trust partnership

Hertfordshire Teenage Pregnancy strategy Action Plan 2009 -2010

Life skills : 225 Ready-to-use Health Activities for success and Well being. Sandra Mc Tavish

John Wiley & Sons.Inc. USA 2004

Hertfordshire Children's Trust partnership

Hertfordshire Teenage Pregnancy Strategy Accelerating Progress Action Plan 2008-2011

<http://www.hertsdirect.org/yrccouncil/hcc/csf/childrenstrust/partnerships/teenagepregnancy/tpstrategy/>

Study of Sex and Relationship Education for students in secondary special schools in Hertfordshire 2006

http://www.thegrid.org.uk/learning/pshe/sre/research/documents/study_sre_spec_herts.pdf

Hertfordshire Standards for school effectiveness

Sex and Relationships education scheme of work

<http://www.thegrid.org.uk/learning/pshe/sre/sow/sre>

Sex and Relationship Education (DfEs -SRE) Policy Guidance 2000

<http://www.standards.dfes.gov.uk/>

Hertfordshire Chlamydia Screening programme.