



WARBLINGTON
SCHOOL

SEX AND RELATIONSHIPS EDUCATION POLICY

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Document Control

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	Autumn 2014	Jane Fletcher – Assistant HT	Curriculum & Achievement Committee
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Leadership Team member responsible: Mrs Julia Vincent, Headteacher



Warblington School is a UNICEF Rights Respecting School. By reflecting on the United Nations Convention on the rights of the child and placing it at the heart of everything we do, we believe that our community is working together to enable our students to take an active role in developing their place in society both now and as adults of the future. (). We have based our Sex and Relationships Policy around Article 17 (access to information from the media), Article 19 (protection from violence, abuse and neglect), Article 24 (health and health services), Article 27 (adequate standard of living), Article 28 (right to education), Article 29 (goals of education) and Article 34 (sexual exploitation).

What is Sex and Relationships Education (SRE)?

SRE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and at Warblington School, others are taught as part of personal, social, health and economic education (PSHE) which is delivered during Enrichment Days.

Whilst SRE is the right and responsibility of the parent, Warblington School provides SRE to support parents in fulfilling their responsibility. If parents are not happy with what the school provides in its basic curriculum with regard to sex and relationships education they have a right to withdraw their child/children from those aspects of sex and relationships education not covered by the National Curriculum Science Order.

Defining Sex and Relationships Education (SRE) at Warblington School

Warblington School follows the Education Act 2002/Academies Act 2010 for all schools and provides a balanced and broadly based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

In line with the 2006 Education and Inspections Act, we also ensure our curriculum 'promotes *the well-being of pupils at the school*'. Supporting the Equalities Act 2010, we work to ensure that our curriculum strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation or whether they are looked after children. Therefore, we ensure that SRE is sensitive to the different needs of the individual and may need to evolve and adapt in line with the changing population.

Warblington School believes SRE is "*lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for 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 – this would be inappropriate teaching.*" (DfEE Guidance 0116/2000)

The Aims of Sex and Relationships Education

At Warblington School, the aims of SRE in this school are:

- To enable our pupils to better understand the nature of human relationships;
- To enable pupils to see the importance of marriage and stable loving relationships for the bringing up of children;
- To prepare pupils for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.

In Warblington School SRE has three main elements, all of which are important for a balanced SRE programme:

1. 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; and
- 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; and
- learning how to recognise and avoid exploitation and abuse.

2. 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, and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and
- the avoidance of unplanned pregnancy.

3. Moral dimension

The school recognises that it is a moral body in its own right. As part of the whole curriculum the school seeks to explore issues of right and wrong, alongside those of respect. The school recognises that SRE is fraught with certain difficulties and whilst it acknowledges different life style choices, it promotes a view that stable loving relationships are the best context for sexual relationships and the bringing-up of children.

Content of the schools SRE programme

The school recognises that SRE must be taught at both Key Stages and appears in each Year's programme. The school's prospectus clearly states that SRE will be part of the PSHE programme. Parents wishing to see the SRE programme, the materials may do so by contacting their child's tutor. Parents will also be informed when SRE is delivered in school to their child via the school's newsletter with an invitation to support the work being done in school by discussing issues at home.

The content of the schools programme is based on the National Curriculum Science Order and the non-statutory guidance based on the PSHE Associations guidance.

The school recognises that SRE must be taught at both Key Stages and appears in each Year's Enrichment Day programmes. The school's prospectus clearly states that SRE will be part of the PSHE programme which is delivered through Enrichment Days. Parents wishing to see the SRE programme may do so by contacting their child's tutor. Parents will also be informed as SRE is delivered in school to their child via the school's newsletter with an invitation to support the work being done in school by discussing issues at home.

At secondary school level, sex and relationship education should prepare young people for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- be aware of their sexuality and understand human sexuality;
- understand the arguments for delaying sexual activity;
- understand the reasons for having protected sex;
- understand the consequences of their actions and behave responsibly within sexual and personal relationships;
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationships they want;
- communicate effectively;
- have sufficient information and skills to protect themselves and, where they have one, their partner from unintended/unwanted conceptions, and sexually transmitted infections including HIV;

- avoid being exploited or exploiting others;
- avoid being pressured into unwanted or unprotected sex;
- access confidential sexual health advice, support and if necessary treatment; and
- know how the law applies to sexual relationships.

The delivery of SRE at Warblington School

All teachers are responsible for teaching about and modelling good relationships within school. Much of the general work in school is based on good relationships and in this regard SRE is supported by the school's behaviour management policy. It is the responsibility of the Science department's staff to deliver the National Curriculum Science Order according to the Scheme of Work. SRE is delivered as part of the school's PSHE programme during Enrichment Days and can be identified clearly within the school's programme for each year.

Methods of teaching and resourcing SRE at Warblington School

In the delivery of SRE teachers will use a variety of teaching methods and resources. The following are recognised methods for the effective delivery of SRE:

- Discussion
- Drama and role play
- Research and presentation.

Teachers will also use other teaching methods to enable pupils to learn about SRE which are age appropriate, taking into account the developmental needs of individual pupils. Parents are welcome to discuss with teachers their approach to SRE and the methods of teaching and learning to be used.

Warblington School uses a wide variety of resources, including videos and books. Parents are welcome to view these materials and may borrow them from school to support the sex education of their children in the home context. Books used to support SRE are also found in the school library and pupils may borrow them when and as need occurs. Resources used by Warblington School are produced for schools by educational publishers and are intended for pupils in the light of best current research into SRE.

Monitoring and evaluating SRE at Warblington School

SRE is monitored by the school's co-ordinator, Mrs Jane Fletcher, Assistant Headteacher. It is her responsibility to:

- a) Ensure that SRE occurs in the school's curriculum according to the schemes of work;
- b) Monitor the use of teaching and learning styles;
- c) Monitor the use of teaching materials;
- d) Evaluate the effectiveness of the schools programme

The co-ordinator will be given time to monitor and evaluate the schools SRE programme as it occurs in the school's schemes of work for each Key Stage.

Dealing with sensitive issues

Teachers at Warblington School need to be sure that they are aware of issues that may arise out of teaching and learning about SRE. These guidelines fit alongside the School's Safeguarding and Confidentiality Policy and staff are made aware of the issues which may arise. The following are protocols for discussion based lessons with pupils:

- no one (teacher or pupil) will have to answer a personal question;
- no one will be forced to take part in a discussion;
- only the correct names for body parts will be used;
- meanings of words will be explained in a sensible and factual way; and
- teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent.

Where a member of staff is concerned that a child protection issue is arising, it is his/her responsibility to follow Warblington School's safeguarding policy in this matter to the letter.

Visitors contributing to SRE at Warblington School

From time to time as part of a planned module of work, Warblington School will invite in local experts on issues relating to SRE as well as using health and other professionals associated with the school. All school associate health and other professional and visitors will be asked to conform to the following:

- visitors contributing to SRE will do so at the invitation of Warblington School and will be qualified to make an appropriate contribution.
- visitors must agree with the aims of Warblington school in delivering its policy on SRE;
- when in class visitors will be supervised by a teacher, who will be present at all times;
- visitors will follow Warblington school's child protection procedures if a disclosure occurs within the classroom setting;
- visitors will know and understand where their contribution fits into Warblington School's programme for SRE and PSHE.

Services to Young People provided by Warblington School

Warblington School provides services for its young people. These services are provided by health and other professionals attached to the school. Matron (Mrs Naomi Clinton) provides a drop-in clinic for pupils. Warblington school also provides a number of other formal and informal 'counsellor' opportunities during school time for identified students. (WSP and Richard Hobbs)

The above services are advertised throughout the school and parents may also contact these services by making an appointment with Matron. Students can self-refer and also be referred following discussion between teachers, tutor and the HOY. There are school protocols in place for these services and all individuals are aware of the schools safeguarding policy.

It is clear from Government guidelines that when not in a classroom context these professionals are covered by their own professional codes of conduct:

Health professionals

Outside the teaching situation, health professionals such as school nurses can:

- give one-to-one advice or information to a pupil on a health-related matter including contraception; and
- exercise their own professional judgement as to whether a young person has the maturity to consent to medical treatment including contraceptive treatment.

(The criteria for making such a decision are based on the 'Fraser guidelines' and can be found in guidance issued jointly by the Health Education Authority, the British Medical Association, Brook Advisory Centres and others. Any competent young person, regardless of age, can independently seek medical advice and give valid consent to treatment). (Circular 0116/2000). Warblington schools confidentiality policy is available on request.

Parental right to withdrawal from SRE at Warblington School

As stated above parents have the right to withdraw their pupils from SRE that falls outside the National Curriculum Science Order. They do so in writing to Mrs Vincent, Headteacher. When the Headteacher receives such a letter, she will invite the parents to a meeting, at which she will explain clearly what the school's policy is and seek to accommodate the wishes and/or concerns of the parents. If that is not possible the pupil will be withdrawn from SRE and placed in another class where suitable work and supervision will be provided. Parents will be given the DfEE support pack for parents who withdraw their children for SRE as presented in the school's basic curriculum.

Policy review

The school's governing body forms the SRE policy and it will review this policy every two years.

Child Protection at Warblington School

All staff receive regular and up to date safeguarding information. Teachers will be clear that they cannot be totally confidential and that if a pupil makes a disclosure that indicates that child abuse is taking place the teacher is bound by law to refer that pupil to the designated person in school giving a value free report of the disclosure. (Designated Safeguarding Lead (DSL) is Sean Aldridge (Assistant Headteacher), Deputy DSL is Cara Chambers (Senior Pastoral Lead). Please see <T:\policies\Policy - Child Protection - Safeguarding.pdf>

Sex and Relationships Education

In cases where a teacher learns from an under 16 year old that they are having, or contemplating having, sexual intercourse the teacher should:

- encourage the pupil to talk to their parent or carer;
- encourage the pupil to contact Matron to access contraceptive and other services in the locality of the school.

Teachers will only have to report such disclosures where child protection issues are involved.

When the teacher who receives the information believes there is a child protection issue to be addressed, they should refer the case to a designated teacher for child protection (see above). They should also make clear to the pupil that they cannot guarantee confidentiality. The teacher should ensure that the pupil understands that if confidentiality has to be broken they will be informed first.

The headteacher and governors will monitor the frequency of child protection cases as set out in the relevant policy.

Health professionals and others employed by Warblington School

Health professionals are bound by their professional codes of conduct to maintain confidentiality. The visiting school nurses are bound by the UKCC code of conduct and any professional school's counselling service individuals by BAC codes of conduct. The school expects that health professionals employed by the school will maintain their professional status and registration.