



ILKLEY GRAMMAR SCHOOL

AN ACADEMY TRUST

Sex & Relationship Education Policy

	Position/Committee	Date
Prepared by	Deputy Headteacher: Quality & Impact	July 2016
Approved by	Headteacher	September 2016
To be reviewed	Deputy Headteacher	July 2017
Statutory Policy	Yes	
Governor approval required	Delegated to Headteacher	
For Website	Yes	



1. BACKGROUND

High quality sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives. It helps create a safe school community in which students can grow, learn, and develop lifelong positive, healthy behaviour. It is an integral part of their education, supporting their physical, emotional and moral development, helping them to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

A comprehensive programme of SRE provides accurate information about the body, reproduction, sex and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and off line. It is an integral part of the citizenship programme within the school.

It is also important to recognise the following:

- Young people want to be prepared for the physical and emotional changes they undergo at puberty, and they want to learn about relationships. Older pupils frequently say that sex and relationships education was ‘too little, too late and too biological’. Ofsted reinforced this in their 2013 Not Yet Good Enough report.
- SRE plays a vital part in meeting the schools’ safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables students to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Student Act (2004) to promote their students’ wellbeing and under the Education Act (1996) to prepare students and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive SRE programme can have a positive impact on students’ health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.
- The Department of Health set out its ambition for all students and young people to receive high quality sex and relationships education in the Sexual Health Improvement Framework (2013), while the Department for Education’s paper, The Importance of Teaching (2010) highlighted that ‘Students need high quality sex and relationships education so they can make wise and informed choices’.

In creating a policy which supports effective delivery of Sex and Relationship Education, reference has been made to the following documents:

- “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” published in May 2013 (Reference Ofsted 130065); this 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 Ilkley Grammar School.
- Other sources such as CPOM records and parental concerns have also been considered.

The policy does not require governor ratification, but will be reviewed annually in light of changing student needs and national guidelines.

The policy will be available to all via the school website. Hard copies will be available upon request.

2. DEFINITION

What is Sex and Relationship Education?

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.

SRE has three main elements:

Attitudes and values:

- learn the importance of values and individual conscience and moral considerations
- learn the value of family life, marriage, and stable and loving relationships for the nurture of children
- learn the value of respect, love and care
- explore, consider and understand moral dilemmas
- develop critical thinking as part of decision-making

Personal and social skills:

- learn to manage emotions and relationships confidently and sensitively
- develop self-respect and empathy for others
- learn to make choices based on an understanding of difference and with an absence of prejudice
- develop an appreciation of the consequences of choices made
- manage conflict
- learn how to recognise exploitation and abuse
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

Knowledge and understanding:

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

Aims:

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

- ✓ 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
- ✓ understand the consequences of their actions and behave responsibly within their relationships
- ✓ avoid being exploited or exploiting others or 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, hate crime, peer to peer abuse, and promote equality and diversity
- ✓ understand the arguments for delaying sexual activity
- ✓ understand the reasons for having protected (safe) 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
- ✓ are 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
- ✓ teach students about consent and their right to say no, in an age appropriate manner

Staff teaching SRE will remain neutral in their delivery whilst ensuring that students always have access to the learning they need to stay safe, healthy and understand their rights as individuals

The aim of SRE is NOT to:

- encourage students to become sexually active at a young age
- promote a particular sexual orientation
- sexualise students

In addition, Ilkley Grammar School's SRE programme will:

- be an entitlement for all students
- be set within the wider school context and support family commitment, love, respect, affection, knowledge and openness. The SRE programme recognises that family is a broad concept and that there are strong and mutually supportive relationships outside marriage.
- encourage students and teachers to share and respect each other's views with cultural awareness and sensitivity
- ensure students are aware of different approaches to sexual orientation, without promotion of any particular family structure
- recognise that parents/carers are the key people in teaching their child about relationships, sex and growing up

- work in partnership with parents/carers and students
- recognise that the wider community has much to offer and partnerships with other health professionals are actively encouraged
- promote the safeguarding of students (Student Act 2004), supporting their emotional wellbeing, and improving their ability to achieve in school
- promote a better understanding of diversity and inclusion, a reduction in gender-based and homophobic/biphobic/transphobic (HBT) prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- help students to keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice
- reduce early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying

3. HOW SEX AND RELATIONSHIP EDUCATION IS PROVIDED

SRE is co-ordinated by the Head of Citizenship and is taught within the Citizenship programme for Key Stage 3 and the CSI (Concepts, Society and Ideologies) and ERIC programme at Key Stage 4. Biological aspects of SRE are also taught within the Science curriculum. Some moral issues and aspects relating to marriage are taught within RE and online protection issues are delivered at the start of each year during IT lessons. SRE within Citizenship lessons is taught mainly by teachers with support from an experienced subject leader and specialist, alongside external professionals.

Delivery is in mixed gender form groups at Key Stage 3 and classes in line with English sets at Key Stage 4.

The Head of Citizenship will advise the Deputy Headteachers (Quality and Impact and Progress and Experience) should there be a requirement for any additional curriculum enrichment time which can be tailored to the needs of specific cohorts. Further consultation on the content of these sessions will take place between the Head of Citizenship, the Directors of Key Stage, the Head of Learning Support and the Assistant Head: Learner Experience.

All SRE teaching is expected to reflect the values and attitudes laid out by this document. All SRE deliverers will be expected to have read and adhere to all aspects of the programme of study and its content, irrespective of personal opinion or belief.

The Programme of Study

Year Group	Aspects of SRE delivered in Citizenship	Other Relevant Lessons
7	<p>Normal physical development and positive body image</p> <p>Changing relationships during adolescence and the skills to cope.</p> <p>Sex as part of a loving relationship (including introduction to consent)</p> <p>Sexting and the inappropriate use of social media (including Peer pressure)</p>	<p>Correct terminology for parts of the male and female genitalia; human reproduction including IVF, puberty and menstruation are covered in science lessons.</p> <p>Child exploitation and online protection is covered in ICT.</p>

	Grooming Alcohol / smoking / drugs – as part of ‘Healthy Me’	
8	Equality within a relationship, peer pressure and law of consent Intro to pornography When is it the right time for sex? Impact of alcohol and drugs on consent / decision making Where to get contraception and sexual health services	PBT – outside speaker to support
9	Differing sexuality and attitudes toward sexuality (including sexism and homophobia/ transphobia) Sexual health and STIs Which sexual activity can lead to pregnancy and the choices that women have if they do become pregnant	
10	Coping with emotional change Consent & assertiveness – No means No Challenging sexist and homophobic attitudes Distortion of reality within the media – gender stereotypes, feminism, body image, pornography & consent Sex within a loving relationship STIs and contraception What do I do if I need help? This is not a formal lesson but will be attached at the end of each lesson / topic Anti-social behaviour delivered by Community Liaison Officer	Biology lessons in science cover sexual reproduction, contraception and STIs, including evaluation of different hormonal controls of reproduction Healthy Lifestyle modules in PBT sessions Outside speaker – Community Liaison Officer
11	Characteristics of positive relationships The lifelong consequences of pregnancy and caring for a child – as part of the finance section but will consider also the emotional impact	Healthy Lifestyle modules in PBT
12		Tolerance of all sexual orientations as part of a tolerant and diverse society

4. HOW SEX AND RELATIONSHIP EDUCATION IS MONITORED AND EVALUATED

This will be monitored in line with the School's Quality Assurance (QA) policies, as well as informal drop-ins by the Head of Citizenship.

4.1 Monitoring

It is the responsibility of the Head of Citizenship to ensure that the work described is taught at the stated times. This will be through work scrutiny, staff & student voice, learning walks and drop-ins.

4.2 Evaluation

Students' knowledge and understanding will be assessed at the end of every unit of work. However, given the discursive nature of the subject matter, this will not necessarily be by means of a written assessment.

The overall quality of provision will be assessed through robust QA procedures as outlined in the strategy and protocols document. This will lead to the identification of strengths, areas for development and will drive improvement planning.

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

5.1 Sensitive Issues

These may include:

Puberty

Menstruation

Sexual intercourse

Contraception

Abortion

Safer sex

HIV, AIDs and Sexually Transmitted Infections (STIs)

Sexual orientation

Grooming and Sexual Exploitation

Abusive relationships

The classroom teacher is directly responsible to the Headteacher in all areas of the curriculum. This includes areas that deal with sensitive issues. The teacher therefore should show the usual level of organisation and planning for these areas in terms of clarity of objectives, tasks and availability of resource materials. There should also be clear success criteria and understanding of how the work will be assessed.

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 first with the Head of Citizenship. In addition, all staff should read the following sections of information.

The DfEE document “Sex and relationship Education Guidance” issued July 2000, (ref. DfEE 0116/2000).

This contains information in its section 2 on specific sensitive issues. These will be of interest and of use to staff and are accessed by following this link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283599/sex_and_relationship_education_guidance.pdf

5.2 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;
- Meanings of words will be explained in a sensible and factual way

5.3 Dealing with difficult 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 Year or Head of Citizenship.

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 Safeguarding Policy, referring the matter as a cause for concern to the Designated Safeguarding Lead (DSL), their deputy or other named person for safeguarding.

5.4 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 safeguarding policy for when a child reveals abuse should be used in these circumstances.

The information that has been disclosed should be reported to the Designated Safeguarding Lead

(DSL), their deputy or other named person for safeguarding. DfEE document “Sex and relationship Education Guidance” issued July 2000, also contains relevant guidance on confidentiality.

5.5 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.

In a case where a teacher learns from a student under the age of consent that they are having or contemplating sexual intercourse:

- The student will be persuaded, wherever possible, to talk to their parents/carers and if necessary to seek medical advice
- Child protection issues will be considered and referred if necessary to the Designated Safeguarding Lead (DSL), their deputy or other named person for safeguarding
- The student will be counselled about contraception, including precise information about access to contraception and advice services.

In any case where safeguarding procedures are followed, the teacher will ensure that the student understands the circumstances in which confidentiality can be broken.

5.6 Transgender Status

All people, including staff and students, have a right to privacy. This includes the right to keep private one’s trans status or gender-nonconforming presentation at school.

Information about a student’s transgender status, legal name, or gender assigned at birth also may constitute confidential medical information. School staff should not disclose information that may reveal a student’s transgender status or gender-nonconforming presentation to others, including parents, carers and other members of the school community, unless legally required to do so or because the child or young person has asked them to do so. Staff should not discuss transgender pupils and students outside of school, even when making no particular reference to their name or personal details. The transgender community is such a small one that even a casual reference to a ‘certain student’ may be enough to out that individual or, at the very least, compromise confidentiality. When a child or young person initially discloses their transgender status, it is important to talk to them about confidentiality and with whom, if anyone, they would like information to be shared.

Trans and gender questioning students have the right to discuss and express their gender identity openly and to decide when, with whom, and how much to share information. When contacting the parent or carer of a trans or gender questioning student, school personnel should use the student’s legal name and the pronoun corresponding to the student’s gender assigned at birth unless the student, parent, or carer has specified otherwise.

Many parents and carers of a child or young person who identifies as trans or gender questioning will be supportive of their child’s gender identity; however, this is not always the case. When working with parents and carers, colleagues should bear in mind that they are representing the interests of the child or young person. As far as possible, care should be taken to ensure the wishes of the individual student are taken into account, with a view to supporting them during potential transition. Confidential information must not be shared even with the parents and carers without the child or young person’s permission, unless there are safeguarding reasons for doing so.

For further advice and guidance on how to prevent and tackle homophobic, biphobic and

transphobic bullying, please refer to the “Getting Started” toolkit produced by Stonewall (Appendix 1).

6. WORKING WITH PARENTS/CARERS

Parents/carers 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 and carers.

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 Citizenship 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. Any parent wishing to withdraw their child is encouraged to make an appointment with the Head of Citizenship and a member of the Senior Leadership Team to discuss the matter.

7. REVIEW OF THIS POLICY

This policy is next due for review in July 2017

Appendix 1 – Stonewall Toolkit

[Stonewall Toolkit: A toolkit for preventing and tackling homophobic, biphobic and transphobic bullying in secondary schools](#)