Policy: Sex Education

Member of Staff Responsible: J Hinkins

Governors’ Committee: Students

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Chair of Governors: J MCHUGH

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Sex Education

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1. **Principles**

Sex and Relationships Education (SRE) is lifelong learning about physical, sexual, moral and emotional development. It is about understanding 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. Harrogate Grammar School believes that SRE should:

- Be an entitlement for all young people.
- Encourage every student to contribute whilst supporting each individual as they grow and learn.
- Be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.
- Be set within the wider school context and support family commitment and love, respect and 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 students and teachers to share and respect each other’s views. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Teach pupils about the law and their rights to confidentiality even if they are under 16.
- Help pupils understand a range of views and beliefs about relationships and sex in society.
- Promote equality in relationships, recognises and challenges gender inequality and reflects girls’ and boys’ different experiences and needs.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up and that they bear the primary responsibility for ensuring that their children have an understanding of all moral, emotional and physical aspects of sexual maturity.
- Recognise that the wider community has much to offer and work is done in partnership with health professionals, social workers, peer educators and other mentors or advisers.

2. **Statutory Requirements**

There are a number of requirements which all schools must adhere to when providing sex and relationships education. SRE plays an important part in fulfilling the statutory duties all schools have to meet. As section 2.1 of the National Curriculum framework (DfE, 2013) states:

Every state-funded school must offer a curriculum which is balanced and broadly based and which:

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

The aim of Sex and Relationship Education 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 students 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. Respect individual conscience and have the skills to judge what kind of relationship they want.
- Understand the consequences of their actions and behave responsibly within sexual and pastoral 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, 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 from unintended 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.

4. **Programme of Study for Sex and Relationships Education at Harrogate Grammar School**

Harrogate Grammar School delivers Sex and Relationship Education through its PSHE Programme, Religious Education and Science lessons at KS3 and KS4. Much of the Sex and Relationship Education lessons takes place within PSHE lessons and 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 are taught in every year.

Any Sex and Relationship Education lesson may consider questions or issues that some students 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. More expert or specialist teachers support teachers who are uncomfortable with teaching certain aspects of the curriculum. Support is offered from the Personal Development Co-ordinator who will help with planning or delivery lessons if required.
5. **Right of Withdrawal of Students from Sex and Relationship Education/Inclusion**

5.1 Right of Withdrawal of Students 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. The aims of the Harrogate Grammar School SRE programme should be achieved within a framework of partnership between school, parents and, where applicable, health professionals.

5.2 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 respond to parental requests and concerns.

**Students 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 students, 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.

6. **Roles and Responsibilities**

6.1 Guidance for the Managers of the SRE Programme

Managers should seek to ensure that:
- there is a clear reference to the school’s sex education policy within the school prospectus
- the parental right of withdrawal from sex education is clearly stated within the school prospectus
- parents have access to a copy of the school’s policy on sex education on demand
- parents have access to the programme of study for sex education on demand
- teachers involved with the delivery of the programme of study for sex education are suitably informed and briefed of parental wishes
- pupils who are withdrawn from all or part of the sex education programme are able to make appropriate use of the resulting personal study time
6.2 The Governing Body

The Governing body, in co-operation with the Head Teacher are expected to involve parents, children and young people, and health and other professional to ensure that SRE addresses the needs of the community, education and health priorities, and the needs of children and young people. They will continue their involvement through regular evaluation of it.

6.3 The Senior Leadership Team

The Headteacher has responsibility for the day-to-day management of all aspects of the school’s work, including teaching and learning. The Headteacher’s responsibilities in respect of SRE are to:

- liaise with the Assistant Head Teacher with regard to SRE
- keep the governing body fully informed of issues and progress in SRE
- act upon any concerns which may arise from pupil disclosure during SRE sessions.

6.4 The Personal Development Co-ordinator

The school has a co-ordinator for Personal Development who liaises with the Assistant Head Teacher regarding the delivery and planning of the subject including SRE. In respect of SRE, responsibilities are to:

- ensure that all staff are confident in the skills to teach and discuss SRE issues
- consider the needs of all pupils and to achieve this schools might need to address some specific issues
- consult with pupils to inform SRE provision
- has access to appropriate training
- monitor and advise on organisation, planning and resource issues across the school
- ensure procedures for assessment, monitoring and evaluation are included.
- liaise with the named governor for SRE
- review / update the policy on a three year cycle or sooner if necessary.

6.5 Guidance for Teachers

Teachers should have knowledge of the school's policy for sex education and the wishes of parents

Teachers should be sensitive to:

- the wishes of parents
- the maturity, ability and feelings of pupils within the group
- appropriate behaviour and responses
- the use of language
- the issue of confidentiality
- the difference between accepting and condoning
- pressing an individual view and any one perspective
- the degree of explicitness related to the topic under discussion
- the value of stable relationships
- religious and moral considerations
• equal opportunities and stereotyping

At all times advice is available from the PD Co-ordinator and Assistant Head Teacher.

6.6 External Agencies

Whilst the responsibility for organising and delivering most, if not all, of the SRE programme rests with the school, there may be times when an external contributor can add value and bring to the classroom additional experience, skills of knowledge that teachers may not always have. When an external contributor is working with pupils, the Personal Development co-ordinator will ensure that clear learning outcomes are established as will the processes to achieve them and that the work is best tailored to the target audience. A teacher will be present at all times when an external contributor is working with pupils.

7. Child Protection and Confidentiality

It is the responsibility of the school to support its pupils and to carry out its functions with a view to safeguarding and promoting the welfare of pupils. In fulfilling this duty they must have regard to guidance around safeguarding. Whilst children and young people have the same rights to confidentiality as adults no pupil should be guaranteed absolute confidentiality. Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school’s senior member of staff in line with the school Child Protection policy.

8. Assessing, Monitoring, Evaluating and Reviewing SRE

SRE is assessed in accordance with the School's policy for Assessment, Monitoring, Evaluating and Reviewing of Curriculum Subjects. Assessment of SRE is:

• Planned from the beginning as an integral part of teaching and learning
• Provides opportunities for pupils to give and receive feedback on their progress and achievements, helping them to identify what they should do next
• Involves pupils in discussion about learning objectives and desired outcomes
• Includes pupils as partners in the assessment process e.g. through self-assessment and peer-assessment
• Enables pupils to identify and gather evidence of their progress in developing knowledge, skills, understanding and attitudes
• Reflects the principles of inclusion and the range of pupils learning styles enabling all pupils to demonstrate their achievement.

The SRE programme is regularly monitored and evaluated. The views of pupils, parents/carers and teachers are used to make changes and improvements to the programme on an ongoing basis. The policy will be formally reviewed every three years to review and plan the content and delivery of the programme of study for sex and relationships education and to review resources and renew as appropriate.

The Curriculum lead will be responsible for monitoring the provision of SRE and for reporting the results to the Senior Leadership Team and, via the Head Teacher, to the Governors Curriculum Committee. The Personal Development co-ordinator is
responsible for evaluating the programme of work and reporting the findings on an annual basis and for making recommendations for changes to the programme.