

NEW MILLS SCHOOL

Business & Enterprise College

SEX AND RELATIONSHIP EDUCATION POLICY (SRE)

Revision	Authorised by	Date	Adopted by	Date
Draft	D McGloin	May 2015		
Final			FGB Min No.	

Revision	Date	Description of Changes
Draft	May 2015	New Policy issued

Signed:
Chair of Governors

Date:

At New Mills School sex and relationship education is an important strand in the school's positive ethos of preparing young people to realistically face life outside and beyond school. In planning and delivering this programme, the varying knowledge, experience and maturity of the students are taken into consideration, as are the sometimes conflicting messages given by the less responsible sections of the media, in the way sex and sexual morals are represented to young people. While it is assumed that it is mainly the responsibility of the parents to impart the facts of life to their children, as a natural part of family life and discussion, it is also accepted that there will be some students who may not have had the benefit of this experience.

Taking these points into consideration, the School sensitively attempts to provide a framework which will give all students an understanding of the physical, emotional, social and ethical aspects of their developing sexuality, and of their place in long term and stable relationships with others. Attention is given in particular to the application of assertive behaviour in coping with peer and media pressure.

The Consultation process for the academic year 2015/16 will involve:

- SRE curriculum content review with staff, pupils and parents.
- Consultation with wider school community e.g. school nurse and Derbyshire healthy schools advisor.
- The use of external advisors to inform our delivery e.g. Amy Winehouse Foundation

What is Sex and Relationships Education (SRE)

SRE is lifelong learning about physical, sexual, moral, cultural, ethical and emotional development. It is about the understanding of 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. SRE hopes to provide accurate information about the body, reproduction, sex, and sexual health. It will also give children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe in the modern world, both on and offline.

Principles and Values

New Mills School believes that SRE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.
- Be an entitlement for all young people.
- Encourage every student to contribute to their collective community, and aims to support each individual as they grow and learn.
- Be set within this wider school context and supports 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. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other. This ideal is encouraged within all students.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.

- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes and ensuring awareness of course content through events such as parents evening
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

Sex and Relationship Education has three main elements:

Attitudes and Values

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning about 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;
- challenging myths, misconceptions and false assumptions about 'normal' behaviour.

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter).

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

AIMS

The aim of SRE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, social, 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 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 sexual and pastoral relationships.
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex (exploring the concept of consent)
- 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 and, where they have one, their partner from uninvited/unwanted 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.

Organisation and Content of Sex and Relationship Education

New Mills School specifically delivers Sex and Relationship Education through its bespoke Beliefs and Values Programme which has evolved in response to the most recent advice from the Department of Education and the PSHE Association. SRE is delivered by a small team of staff to students in mixed ability and mixed gender form groups across years 7 to 11. Cross-curricular links also exist within a number of subject areas, most specifically with science at KS3 and KS4. These lessons adhere to the Science National Curriculum and are primarily concerned with the physical and biological aspects of development and reproduction, although the importance of relationships is not forgotten. We also invite external agencies into school so that students can benefit from their specialist knowledge.

Any SRE 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. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

Discreet assessment and understanding are carried out at the end of every topic and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes. Literacy will also be assessed.

SRE Curriculum

Year 7	Year 8	Year 9	Year 10	Year 11
<ul style="list-style-type: none"> - Welcome to New Mills - Being a friend - Dealing with changes in friendships - Recognising and dealing with bullying and abuse - Physical and emotional changes of adolescence - Different types of relationships - Qualities and behaviours in a range of relationships - Expectations of having a girl/boyfriend - Importance of friendship in the context of love and sexual relationship - Recognising consent - Consent and the law 	<ul style="list-style-type: none"> - Personal strengths, self-confidence and self-esteem - Identifying helpful feedback and unhelpful criticism - Characteristics of mental and emotional health - The influence of the media on young people, body image, health issues and identity - Recognising eating disorders and accessing help - Dealing with relationship breakdowns - Different levels of intimacy and their consequences - Contraception - Risks of unprotected sex - Choosing when to have sex (arguments for delaying sexual activity) - How the media portrays sex and relationships - Safe and responsible use of social media (including sexting) - The right to withdraw consent - Consent: persuasion, pressure and coercion 	<ul style="list-style-type: none"> - The difference between sex, gender identity and sexual orientation - Gender norms - Diversity in sexual attraction - Accepted terminology - Gender roles in the UK in the 21st century - Unacceptability of sexist, homophobic, transphobic and diabolist language and behaviour - The features of positive and stable relationships - The features of unhealthy relationships (emotional & physical abuse / controlling behaviour) - Negotiation, respect & boundaries within relationships - STIs (including HIV / AIDs) - Pornography, sexual images and consent - Rape myths and victim blaming - Gangs 	<ul style="list-style-type: none"> - Societies attitudes to marriage, divorce & homosexuality - Family life, parenting skills and qualities - Adoption / fostering / IVF - Gender roles & norms - Managing changes in family relationships (separation, divorce & bereavement) - sexual diversity / sexual norms - Contraception - Unintended pregnancy & teenage parenthood - STI's (including HIV / AIDs) - Abortion (inc. current legislation) - Self-confidence and self-esteem - Influences on body image (e.g. media) - Emotional and mental health and disorders - Anger management - Positive, strong and supportive equal relationships - Unhealthy and abusive relationships - Exploitation, bullying and harassment in relationships - Domestic abuse - pornography - consent, negotiation, boundaries & respect, trust & communication 	<ul style="list-style-type: none"> - Content to be determined in response to students needs

Students with Special Needs

We ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support.

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.

Confidentiality, controversial and sensitive issues

Teachers cannot offer unconditional confidentiality. In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:

- The young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- Child protection issues will be considered, and referred to the teacher responsible for Child Protection under the school's procedures.
- The young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

Monitoring and Evaluation of Sex and Relationship Education

It is the responsibility of the Personal Development Coordinator to oversee and organise the monitoring and evaluation of SRE, in the context of the overall school plans for monitoring SMSC. The SMSC programme will be treated as a subject department in this exercise, under which all departments undertake yearly self-evaluation.

The Governors' Teaching and Learning Committee is responsible for overseeing, reviewing and organising the revision of the Sex and Relationship Education Policy

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's sex and relationship education policy, and on support and staff development, training and delivery.

Monitoring and Evaluation

Provision for SRE and SMSC will be monitored and reviewed on a regular basis. This will be achieved by:

- Monitoring of lesson plans and teaching and learning
- Audit of policies and Schemes of Work
- Audit of students' work
- Sharing of good classroom work and practice
- Collation of evidence from student's work
- Student voice on good practice
- Parent voice

List of Acronyms

ACRONYM	MEANING
SMSC	Spiritual, Moral, Social and Cultural Education
PSHE	Personal Social and Health Education
RE	Religious Education
SRE	Sex and Relationship Education
STI	Sexual Transmitted Infections

Review

This policy will be reviewed in accordance with the policy review schedule. This will take place yearly by E. Davies, under the guidance of the Deputy Headteacher and the Board of Governors.