



## **Sex and Relationships Education Policy**

**SHUTTLEWORTH COLLEGE**

Date of next revision :

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Reviewed and monitored by:

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Approved by :

Full Governing Body

## Basic information

This policy covers the college's approach to Sex and Relationships Education (SRE). Sex and relationships education is the instruction and enlightenment of pupils in their knowledge and understanding of various different forms of relationships including platonic relationships, family relationships and sexual relationships, including issues relating to sex and sexual behaviour.

## Aims

The main aims of sex and relationship education are:

- To help and support students through their physical, emotional and moral development.
- To help students learn to respect themselves and others.
- To give students the skills and understanding they need to move with confidence from childhood through adolescence into adulthood.
- To ensure that students are safe from exploitation, have a secure knowledge and understanding in the decisions they make and have confidence in acting upon this knowledge.
- To provide a framework in which sensitive discussions can take place.
- To create a positive culture around issues of sexuality and relationships.
- To teach pupils the correct vocabulary to describe themselves, their bodies and their relationships with others.
- To help pupils to develop feelings of self-respect, confidence and empathy.

## Key Principles

As a maintained secondary school we must provide RSE to all pupils as per the [Children and Social work act 2017](#). In teaching RSE, we must have regard to to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#). It is a legal requirement that all schools have a sex and relationships education policy. The Governing Body is responsible for developing the policy considering the culture of the community the school serves whilst ensuring the following:

- All students have an equal entitlement to sex and relationship education.
- The SRE programme is firmly embedded in the PSHE framework.
- Staff will receive appropriate training and support so that they feel confident to deliver the programme.
- The SRE policy and programme of study is in accordance with statutory requirements of study for both Key Stage Three and Four.

## The Provision, including Roles and Responsibilities

SRE will be taught as part of the planned PSHE curriculum. SRE will be delivered at Key Stage Three through their dedicated PSHE lessons, timetabled once a fortnight as delivered as part of the Humanities Faculty. SRE will be delivered to Key Stage Four through their dedicated form time 'Bloom' sessions which is a curriculum which has been created to complement our PSHE curriculum. All SRE lessons will be planned by our PSHE lead and quality assured by a member of SLT to ensure that the provision is appropriate for the students.

Staff who are responsible for the delivery of SRE will be mainly teaching staff from the Humanities Faculty who are provided subject knowledge training by our PSHE lead, as well as regular quality assurance to ensure that our students are being given the best possible SRE provision.

## Teaching and Learning

The programme will be taught through a range of teaching methods, including source work, use of media, group work, class discussion and questioning and analysis tasks.

A safe and supportive learning environment will be created by ensuring the staff used to deliver sessions are appropriately trained and prepared to do so. These members of staff are also role models for positive interpersonal relationships. The school seeks to provide a safe and secure learning environment for SRE that enables children and young people to gain accurate knowledge and develop their own values and attitudes, by having a clear set of ground rules that are enforced when discussing sensitive issues, and by listening to the needs of our pupils. The SRE programme is taught in accordance to the guidance provided by the government, as well as the PSHE Association. In addition to this, content is reviewed regularly to fit with the needs of our school, meaning that we can provide a more bespoke approach to our SRE programme.

### **SEND, inclusion, equality and diversity**

The needs and interests of all pupils, irrespective of sexuality, gender, culture, ability or aptitude are by including a varied range of examples and case studies in lessons and resources, so that all pupils gain a thorough understanding of topics.

Teaching will take into account the ability, age, readiness, and cultural backgrounds of students and those with English as a second language to ensure that all can fully access PSHE education provision.

Staff will use appropriate language and encourage students to take part in discussions with the expected level of maturity. Students will respect the privacy of others and understand the sensitivity of information that they may be party to.

The school's equality policy will be enforced throughout SRE to ensure all strands of diversity including disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children are taken into account.

Students with SEN are encouraged to take part in the same lessons as their peers. Differentiated resources and additional support will be made available to students who cannot access the standard learning materials. If additional sessions are felt necessary to support some students these will be conducted through the school's SEND department. All resources are made available to the school's SEND department, allowing them to be accessed when appropriate.

### **The Role of Parents and Carers and the Community**

RSE is part of all students' education and it is hoped that all will participate. Some parts of RSE are compulsory – these are part of the National Curriculum for Science. Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. Requests for withdrawal should be put in writing to the Headteacher as well as the PSHE lead. The Headteacher and PSHE lead will discuss the request with parents and take appropriate action.

The wider community will be involved at different times. Health professionals, particularly the school nurse, have a role to play and may work with teachers in delivering some aspects of the SRE. A teacher is present in the lesson at all times if a visitor contributes to the delivery of SRE.

### **Confidentiality**

Disclosures from pupils may take place and they will be reassured that their best interests will be maintained. Staff will follow the necessary safeguarding procedures as per our Child Protection and

Safeguarding Policy Procedures. They will be encouraged to talk to their parents or carers. They will be reassured that if confidentiality has to be broken they will be informed first and supported as appropriate. If there is a child protection issue the teacher will inform the safeguarding team immediately.