



Malton School

A Specialist Science School

SUPPORT INSPIRE THRIVE

Policy for Sex and Relationship Education

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1. Definition

The objective of SRE is to help and support students through their physical, emotional and moral development. This will help students learn to respect themselves and others by acquiring accurate information, developing skills and forming positive beliefs, values and attitudes.

Students will learn to understand human sexuality and sexual relationships, the importance of reasons for delaying sexual intercourse and the benefits to be gained from being in a loving committed relationship before beginning a sexual relationship. Students should also learn about obtaining appropriate advice on sexual health.

2. Rationale and Statutory Requirements

SRE has a number of broad outcomes and specific aims, listed in the following section.

SRE helps students learn about physical, moral, cultural, social and emotional development. It helps them to understand the importance of family life based on respect, care, empathy and love. The rationale will also promote an understanding of diversity, personal identity and choice.

However, there is also a legal requirement. As well as non-statutory guidelines for PSHE, including SRE, the National Curriculum for Science specifies aspects of SRE that must be taught. At Key stage 3 and 4 it covers fertilization in humans, puberty, foetus development and hormones. From September 2020 there will be a legal requirement based on the new SRE document.

The 1993 Education Act requires governors of all local authority and maintained schools to consider the provision of sex education and to ensure that the school has a sex and relationship education policy. The Act gives parents the right to withdraw their children from all, or part, of sex and relationship education, which is not part of the National Curriculum.

The Education Regulations 1993 requires all maintained schools to publish in their prospectus a summary of the content and organization of any sex and relationship education which they provide. The 1996 Education Act requires school to:

- Promote the spiritual, moral, social, cultural and physical development of students.
- Prepare students for the opportunities, responsibilities and experiences of adult life.

3.Aims of SRE

To fulfil the statutory requirements of the National Curriculum.

To provide information on sexual matters in both biological and moral contexts, at a level appropriate to students' age, maturity and understanding.

To provide a clear framework of values and an awareness of the law on sexual behaviour.

4.Desired Learning outcomes

4a.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.
- Developing critical thinking as part of decision-making process.

4b.Personal and Social Skills

- Learning to manage emotions and relationships confidentially 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.
- Learning how to recognize and avoid exploitation and abuse.
- Learning how to recognize pressure and ways of dealing with it.

4c.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 a delay.
- The avoidance of unplanned pregnancy.
- Gaining an awareness of the law on sexual behaviour.

5.Roles and Responsibilities

5a.Faculty Leader

The school has a Faculty Leader for Humanities whose responsibility includes Citizenship, they are responsible for all aspects of PHSE including SRE.

In respect of SRE, responsibilities are to:

- Ensure that school staff are confident in the skills to teach and discuss SRE issues.
- Monitor and advise on organization, 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 two year cycle or sooner if necessary.

5b.The Head teacher

The Head teacher has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning. The Head teacher's responsibility in respect of SRE is to:

- Ensure compliance with this policy.

- Keep the governing body fully informed of issues and progress in SRE.
- Ensure any concerns which may arise from disclosures during SRE sessions are acted upon in the appropriate manner.

5c.The Governing Body

The Governing Body, in co-operation with the Head Teacher, determines the school's policy and approach to SRE provision for all students. They will continue their involvement through regular evaluation of this policy.

5d.The Teacher

Teaching students about SRE is on-going process and all teachers should be sensitive to each individual student's needs. Teachers should promote positive, healthy choices and relationships on a daily basis. It is the responsibility of all staff who teach SRE do so in line with the principles and statements set out in this policy, and in particular:

- To establish with students a set of ground rules which should clearly set out parameters for discussion
- To recognize when there is a concern about a child protection issue and to follow concerns under schools Child Protection procedures (see Child Protection and Confidentiality section below)
- Promote the spiritual, moral, social and cultural development of students at the school
- Prepare students for the opportunities, responsibilities and experiences of adult life
- Discuss all types of relationships with sensitivity and respect
- Be aware of the circumstances of vulnerable students in any class
- Be developmental and appropriate to the age and stage of the student
- Inform students about changes and growing up as part of the Science and PSHE curriculum

5e.Pastoral Staff

Pastoral staff will provide **support** to students regarding sexual health matters but will not give direct advice on contraception, or any other sexual matters.

They will:

- Signpost students to the most appropriate service or agency to deal with issues which arise
- Always encourage students to discuss these issues with their parents
- Deal with all circumstances sensitively and with respect
- Recognize and pass on any concerns about child protection under the school's child protection procedures
- Remain confidential where appropriate
- Adopt a non-judgemental approach when dealing with problems and issues around sexual health matters
- Promote the spiritual, moral, cultural, mental and physical development of all students

School staff will support and offer guidance to students where appropriate. They will make students aware of appropriate help agencies, such as the sexual health clinic or their GP should the need arise.

When teaching any work in SRE sensitive questions may arise. Such questions should be answered as appropriate. This is in accordance with DFE guidance (2000).

However, teachers should:

- Deflect questions that are of a personal nature
- Delay answers to some questions to allow clarification

- Not be drawn into providing more information than is appropriate to the age of the student
- Acknowledge questions that are too explicit which may need to be answered at a parent's discretion by the parent or carer

5f.External Agencies

Visitors for example medical services are invited to contribute to the teaching of SRE. Visitors coming into school to work with groups of students need to be clear about their aims and responsibilities and should be fully briefed beforehand. The use of the HS2 form is recommended as these clearly set out these responsibilities.

6.Parents / Carers

They have a legal right to view this policy and to have information about the school's SRE provision. Under section 405 of the Education Act 1996, parents may opt to withdraw their children from SRE lessons: *"if any parent of any pupil...requests that s/he may be wholly or partly excused from receiving sex education at the school, the students shall, **except** in so far as the education is compromised in the National Curriculum, be so excused accordingly until the request is withdrawn."*

"The school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms."

48. This process is the same for pupils with SEND. However there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision." (DfE RSE Statutory Guidance for 2020)

Parents wanting to exercise this right are invited to see the Head teacher or the relevant head of year who will explore their concerns.

7.Child Protection and Confidentiality

It is the School's responsibility to support its students and to carry out its functions with a view to safeguarding and promoting the welfare of students. Whilst young people have some rights to confidentiality no student can be guaranteed absolute confidentiality. Staff should report any information or disclosure which raises concern that a student may be at risk of significant harm to the school's Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead. The designated person will then, in line with the School's Child Protection Policy and the North Yorkshire Safeguarding Children Board guidance and procedures take action as appropriate.

Students will be made aware of the law relating to sexual offences and of those circumstances where confidentiality cannot be maintained.

8.Organisation, Planning and Resources

SRE is delivered in line with the National Curriculum for Science, the national framework for PSHCE, DfE RSE statutory guidance and the North Yorkshire Healthy schools Programme guidance.

To ensure full coverage, SRE is addressed in two ways:

- through designated curriculum time, during Citizenship lessons;
- through other curriculum areas particularly Science, and RE;
- through special days or events such as visiting speakers/drama groups etc.

9.Content of Sex Education programme

Fuller details of content and timings can be found in appropriate schemes of learning.

Content falls under the following headings:

Y7 Science	Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta.
Y8 Citizenship	Sexuality and healthy relationships
Y9 Science	Revision of Yr7 human reproduction leading to the genetic determination of sex
Y9 Citizenship	Sex and relationships including harmful sexual behaviours, Contraception. Sexually Transmitted Diseases. Sexpressions visit.
Year 10	Healthy Relationships including consideration of harmful sexual behaviours
Year 10/11 GCSE RE	Abortion. Relationships within marriage. – this is currently non-compulsory

10. Sexuality/AIDS and HIV

In accordance with DfE guidance, our approach to SRE will include sensitive, honest and balanced consideration of sexuality, AIDS and HIV. We will also actively tackle homophobic bullying: it is not acceptable and will not be tolerated. This includes the use of 'gay' in a derogatory term. Sexuality, AIDS and HIV will be covered as part of the taught curriculum.

11. Assessments

Assessments will be made through observation of students and their work and by talking to and in discussion with and between students.

12. Equality of Opportunity

Because SRE covers many aspects of relationships and feelings, teaching is generally planned in such a way as to encourage full participation by all students, irrespective of gender or ability.

As a school we will strive to ensure equality of opportunity in the learning and teaching process with regard to SRE. However young people may have varying needs regarding SRE depending on their circumstances and background and the school will seek to address these on an individual basis possibly through support from the pastoral team or by input from a School Based Learning Mentor.

All Citizenship and Science lessons are taught in mixed gender classes.

13. Ethnic and cultural diversity

Different ethnic and cultural groups may have different attitudes to SRE. The school will take account of their views and promote respect for and understanding of the views of different groups.

14. Monitoring and Evaluating

The SRE programme is regularly evaluated by the Faculty Leader with responsibility for Citizenship. The views of students 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 for the following purposes:

- To review and plan the content and delivery of the programme of study for sex and relationships education
- To review resources and renew as appropriate
- To update training in line with current LEA guidelines

Appendices

Appendix 1: References

This policy was compiled with reference to:

Department for Education: Relationships Education, Relationships and Sex Education (RSE) and Health Education (statutory guidance for 2020)

Working Together to Safeguard Children HM Government
School Child Protection Policy

North Yorkshire Safeguarding Children Board Procedures and Guidance
(www.safeguardingchildren.co.uk)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

Appendix 2: Learning Outcomes

SRE aspects of the National Curriculum Science and suggested learning outcomes for SRE for each key stage. These draw on DfE and other guidance on SRE and they reflect elements of the non-statutory framework for PSHE.

National Curriculum Science Programme of Study

Key Stage 3

- reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta

Key Stage 4

- communicable diseases including sexually transmitted infections in humans (including HIV/AIDs)
- hormones in human reproduction, hormonal and non-hormonal methods of contraception

By the end of secondary school:

Schools should continue to develop knowledge on topics specified for primary (see DfE RSE Statutory Guidance) as required and in addition cover the following content by the end of secondary:

Families

Pupils should know

- that there are different types of committed, stable relationships.
- how these relationships might contribute to human happiness and their importance for bringing up children.
- what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- why marriage is an important relationship choice for many couples and why it must be freely entered into.
- the characteristics and legal status of other types of long-term relationships.
- the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.

Respectful relationships, including friendships

Pupils should know

- the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.

practical steps they can take in a range of different contexts to improve or support respectful relationships.

- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).

- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

Online and media

Pupils should know

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- what to do and where to get support to report material or manage issues online.
- the impact of viewing harmful content.
- that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- how information and data is generated, collected, shared and used online.

Being safe

Pupils should know

- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

Intimate and sexual relationships, including sexual health

Pupils should know

- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.

- the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- that they have a choice to delay sex or to enjoy intimacy without sex.
- the facts about the full range of contraceptive choices, efficacy and options available.
- the facts around pregnancy including miscarriage.
- that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
- how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- how the use of alcohol and drugs can lead to risky sexual behaviour.
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.