



## **STOCKPORT SCHOOL**

### **Sex and Relationship Education (SRE) Policy**

#### **1. Introduction**

1.1 Stockport School is committed to help ensure that the health, safety and well-being of all students and staff assumes the highest priority. This care and commitment is particularly evident in our policy on sex and relationship education. We fully support the Every Child Matters legislation; which is reflected in this policy in which we will help to ensure that our students stay safe and healthy in their personal and family lives, as well as in school.

1.2 What is Sex and Relationship Education?

‘It is lifelong learning about physical, moral and emotional development. It is about understanding the importance of stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

1.3 It should be read alongside the [Secretary of State’s 2000 guidance on SRE](#), and also guidelines from the [PSHE Association](#) to help ensure that every element of our ethos and teaching is consistent with the formation of healthy students. In accordance with this, we will ensure that this policy and programme:

- Adopts a whole-school approach
- Listens and responds to students’ views.

#### **2. Principles and Values**

Through a carefully developed programme of activities in several curriculum areas, using a variety of approaches, students at Stockport School will develop their knowledge, understanding and skills. In addition Stockport School believes that SRE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people
- Encourage every student to contribute to make our 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.
- 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.
- 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.

**A) Attitudes and Values**

- Learning the importance of values, individual conscience and moral choices;
- Learning the value of family life, stable and loving relationships including but not limited to 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, prejudices and false assumptions about normal behaviour.

**B) Personal and Social Skills**

- Learning to manage emotions and relationships confidently and sensitively;
- Developing self-respect and empathy for others; (also in Religious Education Lessons)
- Learning to make choices with an absence of prejudice;
- Developing an appreciation of the consequences of choices made;
- Use of technology and the internet in a safe manner and limiting risky behaviour.
- Managing conflict;
- Empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

**C) 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;
- Avoiding of unplanned pregnancy and the issues relating to teenage pregnancy.

### **3. Aims**

The aim of SRE 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 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 or other risky behaviour.
- 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 physical benefits of 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.
- Make responsible and well-informed decisions about their lives;
- Understand their spiritual, moral, cultural, physical and mental development; (also in Religious Education Lessons)
- Sensitively relate to a wide range of people and be able to empathise with and support them as necessary;
- Have a sense of their own personal worth and that of others;
- Communicate their feelings, aspirations and needs appropriately and sensitively;
- Have an understanding of human reproduction and a clear awareness about the need for healthy lifestyle choices;
- Have the self-confidence and skills to assert their own independence and choice, particularly with regard to peer pressure;

- Appreciate the importance of stable, caring and loving relationships in promoting mental and emotional health;
- Prepare for the opportunities, responsibilities and experience of adult life.

#### **4. Roles and responsibilities**

##### **4.1 The Governing Body**

- 'The governing body, in consultation with parents will be able to develop policies which reflect parents' wishes and the community they serve;
- 'All schools must have an up-to-date policy which is available for inspection and to parents'.

##### **4.2 The Headteacher**

- The Headteacher is responsible for ensuring that this policy is fully implemented, that staff are appropriately prepared and sufficient resources available to ensure the effective delivery of all elements of this. Any changes to this programme will be reported to the Governing body.

##### **4.3 The Director of PSHE (Personal, Social, Health Education)**

- The Director of PSHE is responsible for the planning and co-ordination of teaching and learning to all students across the School. SRE is taught specifically within the PHSE schemes of work.

##### **4.4 All Staff**

- All staff in their daily engagement with other colleagues and with students will promote the personal, moral and social qualities helping to provide good role models which will enable students develop their own positive identities and personal qualities. Those staff who teach in this important area must ensure that they prepare adequately to ensure all students appreciate and understand the messages delivered here.

#### **5. Programme**

- 5.1 This programme will be predominantly delivered within the Personal, Social, Health and Citizenship Education (PSHE) course, which is taught in every Year group and through a number of National Curriculum subjects, namely that of Science and Religious Education. This programme describes what will be taught and when. The techniques and approaches used will be covered in schemes of work.

## 5.2 Principles:

- Teach about taking responsibility and the consequences of one's actions in relation to sexual activity and parenthood;
- Give students a clear understanding of the arguments for delaying sexual activity and resisting pressure;
- The programme will be fully inclusive, taking into account such factors as cultural, religious and the different intellectual abilities of students.

## 5.3 Organisation and Content of Sex and Relationship Education

Stockport School predominantly delivers Sex and Relationship Education through its PSHE Programme and Science lessons at KS3 and KS4. Some elements are reflected in the Religious Education department's teaching.

Much of the Sex and Relationship Education at Stockport School takes place within PSHE lessons and some off timetable days. Teachers of PSHE generally deliver the PSHE Curriculum with support from the Director of PSHE, other specialists and/or professionals where appropriate. The Director of PSHE works closely with the Pastoral Team to identify and specific need or requirement for each Year group. SRE lessons 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 group.

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.

All teachers and other staff members who are required to teach SRE will have relevant training and resources.

More expert or specialist teachers will give support to teachers who are uncomfortable with teaching certain aspects of the curriculum.

### **Classroom Practice**

- Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting. It will be a matter of common practice that:
- No-one (teacher or student) will have to answer a personal question
- No-one will be forced to take part in a discussion
- The correct names for body parts will be used most of the time
- Sensitivity will be shown towards those of particular faith backgrounds
- Nothing should be said that could be construed as embarrassing or offensive to other students

If a question is too personal, the student will be reminded of the ground rules. The student may then be referred to the appropriate health professional or outside agency via liaison with the pastoral team and designated Child Protection Officer.

If a question is too explicit, seems too old for the student, is inappropriate for the whole class or raises concerns about sexual abuse, it will not be answered in front of the whole class. The member of staff will discuss their concerns with the Deputy Head/Pastoral Leader/Child Protection Officer, as appropriate. In cases of concern over sexual abuse, the schools child protection procedures will be followed.

### **Learning Outcomes**

The following statements are offered as illustration of learning outcomes for SRE for each Key Stage. They give a basis for planning work to develop knowledge and understanding, values and attitudes and personal skills in SRE. They draw on DfE and other guidance on SRE and they reflect elements of the statutory framework for PSHE.

#### **By the end of Key Stage 3 we would like our students to be able to;**

- Manage changing relationships
- Recognise risk of personal safety in sexual behaviour and be able to make safe decisions
- Ask for help and support
- Explain the relationship between their self-esteem and how they see themselves
- Develop skills of assertiveness in order to resist peer pressure and stereotyping
- See the complexity of moral, social and cultural issues and be able to form a view of their own (also in Religious Education Lessons)
- Develop good interpersonal skills to sustain existing relationships as they grow and change, and to help them make new relationships
- Be tolerant of the diversity of personal, social and sexual preference in relationships
- Develop sympathy with the core values of family life in all its variety of forms
- Recognise the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage
- Recognise the stages of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively.

#### **Students will know and understand:**

- That fertilisation in humans is the fusion of a male and female cell (Science lessons)
- The physical and emotional changes that take place during puberty (Science lessons)
- About the human reproductive system, including the menstrual cycle and fertilisation (Science lessons)
- How the foetus develops in the uterus (Science lessons)
- How the media influence understanding and attitude toward sexual health
- How good relationships can promote mental well being
- The law relating to the sexual behaviour of young people
- Where to go for help and advice such as the GUM clinic, Central Youth, School Nurse, etc.

**Students will have considered:**

- The benefits of sexual behaviour within a committed relationship
- How they see themselves affecting their self confidence and behaviour
- The importance of respecting differences in relation to gender and sexuality
- How it feels to be discriminated against
- The issues relating to early sexual activity
- The unacceptability of prejudice and homophobic bullying
- What rights and responsibilities mean in a relationship

**By the end of Key Stage 4 we would like our students to be able to;**

- Recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek medical advice
- Manage emotions associated with changing relationships with parents and friends
- See both sides of an arguments and express and justify personal opinion (also in Religious Education Lessons)
- Have the determination to stand up for their beliefs and values
- Make informed choices about their lifestyle which promote personal well-being
- Recognise unhealthy relationships and identify various types of domestic abuse and controlling behaviours.
- Have the confidence to assert themselves and challenge inappropriate behaviour
- Have an awareness of the pornography industry and how it can influence behaviour and expectations
- Be alert to potential dangerous situations involving grooming/exploitation and minimising risk
- Develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships (also in Religious Education Lessons)
- Work cooperatively with a range of people who are different from themselves. (also in Religious Education Lessons)

**Students will know and understand:**

- The way in which hormone control occurs, including the effects of sex hormones, some medical uses of hormones, including the control and promotion of fertility (Science lessons)
- How sex is determined in humans (Science lessons)
- How HIV and other sexually transmitted infections affect the body
- Self image and sexual identity
- The risks of early sexual activity and the links to alcohol
- How the different forms of contraception work and where to get advice
- The law in relation to sexual activity for young people and adults
- How their own identity is influenced by their personal values and those of their family and society
- How to respond appropriately within a range of social relationships

- How to access agencies which support relationships in crisis
- The qualities of good parenting and its value to family life
- The benefits of a stable partnership in raising children
- The way different forms of relationship, including marriage, depend on maturity and commitment

**Students will have considered:**

- Their developing sense of sexual identity and how to feel confident and comfortable with it
- How personal, family and social values influence behaviour
- The arguments around moral issues such as abortion, contraception and the age of consent (also in Religious Education Lessons)
- The individual contributions made by partners in a sustained relationship and how these can be of benefit to both
- The impact of having children on their lives and the lives of others

5.4 Teaching strategies:

These will be developed in greater detail in the teaching scheme, but will include:

- Set and agree clear ground rules;
- Use 'distancing techniques' such as role play;
- Dealing with questions;
- Use discussion and project learning;
- Build in reflection periods.

5.3 Working with parents:

- Parents are the child's first educators. We will work alongside parents to support them.
- Supportive information relating to SRE is provided to parents on the Stockport School Website.
- Parents have the right to withdraw their children from our sex and relationships education lessons, apart from the mandatory sections above in the National Curriculum and we will provide alternative education for students whose parents do so. The DfE have produced a pack of information for such parents and their children.

### 5.5 Child Protection and Safeguarding:

- Children cannot learn effectively if they are concerned or frightened about being abused or being the victim of violence. They have the right to expect schools to be safe and secure environments. If a member of staff feels that a child is being abused, then they must report that to Stockport School's Designated Senior Person.
- The Designated Senior Person for this School is:  
Mr J. Warren, Senior Deputy Headteacher

### 5.6 Personal Disclosure by a child:

- It should also be made clear to the student that confidentiality cannot be guaranteed, before the student confides.
- If a student makes a personal disclosure, the teacher should talk to them about it before the end of the school day. The teacher may be able to discuss this with a colleague, provided the name of the student is not given. In all cases the School's child protection officer should be informed.

## **6. Involvement of External Agencies**

To deliver a programme of the very highest standards, we will invite into our school from time to time, experts and professionals in this area to give knowledge and advice to our students. We will endeavour to inform parents in a timely manner, to ensure that parents are aware of such visits. Examples of such parties include:

- Health professionals: Doctors and nurses;
- Social workers;
- Youth workers;
- Peer educators;
- Members of the Mosaic team.
- Members of LGBT North West Team
- Self-esteem professionals

## **7. Monitoring and review procedures**

This policy and the programme will be monitored and reviewed on an annual basis by the Headteacher or his nominee. This will take place in a number of ways: In discussion with the member of staff who is responsible for the programme, by inspection of the programme scheme of work and by observing a number of lessons over the course of the year.

Reviewed - October 2016

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