



Sex and Relationships Education Policy

Sex and relationships education (SRE) makes an important contribution to the provision of the spiritual, moral, cultural, emotional and physical development of pupils in preparing them for the opportunities, responsibilities and experiences of adult life. Effective SRE is important to ensure that pupils grow up able to enjoy the positive benefits of loving, rewarding and responsible relationships. It is important that pupils are informed, are comfortable with the changes during puberty, are aware of sexual health and feel safe emotionally. This policy should be read in conjunction with the *Safeguarding Policy*, the *Staff Code of Conduct*, the *Medical Needs Policy* and the *Bullying Policy*.

What is Sex and Relationships Education?

SRE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It is not about the provision of sexual orientation or sexual activity – this would be inappropriate teaching. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes (Sex and Relationship Education Guidance July 2000). The government's commitment to SRE is outlined in the Schools White Paper 'The Importance of Teaching' (Nov 2010). The paper states that children need high quality sex and relationships education so they can make wise and informed choices. There is a commitment to work with professionals and parents to improve SRE. Therefore the most up to date Legislation relating to SRE are contained within the Education Act (1996) and the Learning and Skills Act (2000). The requirements are that;

- It is compulsory for all maintained schools to teach some parts of Sex Education i.e the biological aspects of puberty, reproduction and the spread of viruses. These topics are statutory parts of the National Curriculum Science which must be taught to all pupils of primary and secondary age.
- There is also a separate requirement to teach secondary age pupils about HIV and AIDs and sexually transmitted infections.
- The broader topic of sex and relationships education (SRE) is currently not compulsory but is contained within non-statutory PSHE education within the National Curriculum and is strongly recommended within SRE Guidance (2000). In law governors are expected to give 'due regard' to this guidance.
- All schools are legally obliged to have an up to date SRE Policy that describes the content and organisation of SRE taught outside the Science Curriculum.

Aims

Sex and Relationships Education is provided in a way to:

- Support and enhance the personal, social and emotional development of all pupils
- Help pupils understand their bodies, how they are growing and changing and how they will change in the future.

- Support pupils to communicate effectively by developing appropriate terminology for sex and relationship issues.
- Develop pupils' confidence in talking, listening and thinking about feelings and relationships.
- Help pupils understand the benefits of caring relationships and be aware of pressures and possible dangers.
- Help pupils understand what is appropriate behaviour in public.
- Help pupils recognise appropriate behaviour so they can protect themselves and ask for help and support

Objectives

- To provide a programme that takes account of and is relevant to, the pupils' knowledge, understanding and particular needs.
- To be delivered through an ethos of trust and openness where topics can be freely discussed.
- To provide the value of caring relationships and different family structures.
- To encourage the development of skills in personal relationships and the confidence to exercise personal rights.
- To be able to name parts of the bodies and describe how their bodies work .

How is SRE provided?

Pupils need to be given accurate information and helped to develop skills to enable them to understand difference and respect themselves and others. SRE will gradually and appropriately begin to prepare pupils for adult life. It will support the teaching of skills that pupils require to manage effectively the natural physical and emotional changes that they experience as they grow and mature into healthy, confident and independent adults. In line with national recommendations SRE will be delivered through the PSHE, Science and Citizenship frameworks and reinforced throughout the whole of the school day and gradually developed through the age range.

The specific context of the hospital school and its transient pupil population means that it isn't appropriate to design a rigid scheme of work for the teaching of SRE. The pupils in this school cover the whole age and ability range from 2-19 and many will be only in the hospital for short periods of time having sensitive difficulties with their bodies and their health. It is for each teacher to judge, in light of the full information held about that pupil, what appropriate teaching on SRE is best for them. This may appear in prior planning for known pupils or may occur more spontaneously within the context of a lesson. The principles outlined above underpin the teacher judgements. As most pupils stay in the hospital for only short periods of time, they will be receiving the bulk of their SRE education within their usual setting. This is generally more appropriate since they will have built trusting relationships allowing for more appropriate and secure teaching. For longer term pupils, the teacher will judge the appropriateness of the teaching of SRE in conjunction with home settings.

Sensitive Issues

A range of sensitive issue may inevitably be raised by pupils, if not by the teacher. Such issues will be addressed with sensitivity, at a level appropriate to the age and ability of the pupils, and in an objective manner free from personal bias. Account will be taken of different new points and beliefs. Discussions will be set within the legal framework and pupils helped to understand the law as it relates to specific issues.

When teaching SRE staff at Evelina Hospital School will do so within a framework consisting of three main elements:

Attitudes and Values

- Learning the value of family life, stable and loving relationships, and marriage;
- Learning the value of respect, love and care;
- Learning about the nurture of children;
- Exploring, considering and understanding moral dilemmas;
- Developing critical thinking as part of decision making

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 understanding of differences and with the absence of prejudice.
- Providing opportunities for pupils to develop the ability to understand the consequences of their decisions and actions;
- Managing conflict

Knowledge and Understanding

- Information about healthier, safer lifestyles;
- Learning and understanding physical developments at appropriate stages;
- Emotions and relationships

Support for Parents

The school recognises that there may be parental anxiety surrounding the teaching of SRE, made particularly pertinent by the fact that their child is unwell and in hospital. The school aims to work in partnerships with parents and pupils consulting them about the context of the teaching. We also

recognise that parents have the right of withdrawal of their children from all or parts of the SRE provided outside of the National Curriculum, but we do not anticipate this situation arising often because the teaching of SRE will mainly focus on relationships, rather than sexual behaviour.

- Recognise that the wider community has much to offer and the school aims to work in partnership with health professionals, social workers and other, appropriate personnel.
- Provide a copy of the SRE policy on request and make available on the school website.

Support for Teachers on specific issues

Child Protection procedures – where a pupil discloses sexual abuse or where a teacher has reason to suspect abuse, immediate action will be taken to inform the schools designated child protection officer and the school's child protection policy procedure followed.

Advice to pupils – where an individual pupil asks specific advice on contraception or other aspects of sexual behaviour, the teacher will work with the PHSE coordinator and the home setting, and potentially the designated lead person for child protection to find an appropriate route for advice and guidance.

Monitoring and review of SRE Policy

The Sex and Relationship policy will be reviewed by the governor's every two years in the School's Policy Review Cycle.