

## THE FOREST SCHOOL

<b>POLICY TITLE</b>	<b>Sex and Relationships Education Policy</b>
<b>PERSON(S) RESPONSIBLE FOR POLICY</b>	Assistant Head Curriculum

### WHO IS GOVERNED BY THIS POLICY

Staff, Pupils

### POINT (S) OF CONTACT

Assistant Head for Curriculum

### LINKS TO THE FOLLOWING POLICIES AND PROCEDURES:

Curriculum, Safeguarding, Behaviour

### MAIN ECM OUTCOMES (EVERY CHILD MATTERS)

Stay Safe, Enjoy and achieve, Make a positive Contribution.

### WHAT IS SEX AND RELATIONSHIP EDUCATION? (SRE)

Sex and Relationships Education (SRE) at the Forest School is a graduated, age appropriate programme which teaches pupils about sex, sexuality, emotions, relationships and sexual health.

We believe that SRE should cover more than the biological facts and information delivered through Science in order to help young people develop self-esteem, responsibility and the acquisition of understanding and attitudes which prepare pupils for developing caring, stable relationships. Appreciation of the value of self-respect, dignity, parental duty and stable relationships should be encouraged in all pupils, together with sensitivity of the needs of others.

The aim of SRE at the Forest School is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical and moral dimensions of sexual health. It is based around the three main elements of attitudes and values, personal and social skills, and knowledge and understanding.

Effective SRE is essential if children and young people are to make responsible and informed decisions about their lives. Children and young people need help and support through their physical, emotional and moral development preparing them for the opportunities, responsibilities and experiences of adult life.

SRE does not encourage early sexual experimentation. It teaches children and young people to understand human sexuality and to respect themselves and others and move

with confidence from childhood through adolescence into adulthood. It is designed to challenge sexism and prejudice, and promote equality and diversity.

SRE builds on knowledge and skills that are particularly important today because of the many different and conflicting pressures on children and young people.

SRE at the Forest School aims to:

- Be an entitlement for all young people
- Be an integral and essential part of a pupil's overall education and the lifelong learning process
- Encourage a responsible attitude to sexual behaviour, which involves respect for oneself and respect for others and recognition of the complex emotions involved in such relationships
- Encourage every pupil to develop attitudes and skills which will enable them to be confident about the physical, emotional and moral aspects of sexual maturity
- Emphasise the importance of stable relationships and family, taking into account the various interpretations of family situations and approaches
- Encourage pupils and teachers to develop a respect for each other's views and the important values of love, respect and care
- 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
- Recognise that the wider community has much to offer and we aim to work in partnership with health and other professionals

**Sex and Relationship Education in the Forest School has three main elements:**

### **ATTITUDES AND VALUES**

SRE places importance on:

- Learning the importance of respect, love and care, individual conscience and moral choices
- Learning the value of family life and stable, loving relationships
- Learning about the nurture of children
- Exploring, considering and understanding moral dilemmas

### **PERSONAL AND SOCIAL SKILLS**

SRE will include:

- 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
- Learning to manage conflict
- Empowering pupils with the skills to be able to avoid inappropriate pressures

## **KNOWLEDGE AND UNDERSTANDING**

SRE should equip pupils with:

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, reproduction, sexual health, emotions and relationships
- Learning about sexual health, the avoidance of unplanned pregnancy and the range of sexual health advice, contraception and support services

## **ORGANISATION AND CONTENT OF SRE**

The Forest School delivers Sex and Relationship Education through its PSHE programme in Citizenship, RE and Science lessons and in the half termly Enrichment Days. It is not delivered as part of the PSHE programme in vertical tutor groups.

Much of the Sex and Relationship Education takes place within Citizenship lessons. SRE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships.

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.

Any SRE lesson may consider questions or issues that some pupils 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 pupils 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 pupils, the question may be dealt with individually at another time.

## **INCLUSION**

### *Ethnic and Cultural Groups*

We intend our policy to be sensitive to the needs of different ethnic groups and this sensitivity is reflected in the working agreement established at the beginning of each PSHE session

### *Pupils with Special Needs*

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our pupils, taking specialist advice where necessary.

### *Sexual Identity and Sexual Orientation*

We will deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them.

## **RIGHT OF WITHDRAWAL OF PUPIL**

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). Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any SRE resources the school uses. Pupils withdrawn will be given alternative provision.

## **CONFIDENTIALITY, CONTROVERSIAL AND SENSITIVE ISSUES**

Teachers cannot offer unconditional confidentiality and pupils need to be aware of this prior to any possible sensitive disclosure.

Priority is given to ensuring that pupils are familiar with the boundaries of the school's confidentiality policy in order that they can make informed decisions about whether and to whom to disclose sensitive information.

Equally, the School has a responsibility to ensure that pupils are made aware of, and signposted to, local impartial, confidential services which operate to national guidelines and policy.

## **IMPLEMENTATION**

Designated Personnel

- a) Classroom Teachers
- b) Subject Team Leaders
- c) Community Leaders and all staff with pastoral roles or responsibilities
- d) Assistant Headteacher

### **Classroom Teachers are responsible for:**

- Delivering Sex and Relationships Education in line with the SRE policy
- Playing a pastoral role by offering support to pupils
- Informing the PSHE coordinator of how relevant the SRE scheme is and if it is meeting the needs of the students

**Subject Team Leaders (Science, PSHE) are responsible for:**

- Monitoring the delivery of the policy and ensuring consistency amongst staff in their Curriculum Area
- Maintaining an overview of SRE provision and ensuring it is developed to meet pupil needs
- Providing support and resources for staff
- Ensuring that community leaders have access to information about the SRE programme to support them in their pastoral role
- Arranging staff training
- Liaising with outside agencies
- Monitoring pupil progress
- Evaluating SRE provision

**Community Leaders and all pastoral staff are responsible for:**

- Playing a pastoral role by offering support to pupils

**Assistant Headteacher (SRE) is responsible for:**

- Promoting the policy and guidance with all staff
- Ensuring adherence to the school policy and procedures
- Maintaining and reviewing the school policy and guidance
- Providing reports to the Governing Body and SLT

**POLICY REVIEW**

The working of this policy will be reviewed by the Governing Body every two years and by the Assistant Headteacher responsible for it annually.