

SEX AND RELATIONSHIP POLICY

This is a whole-school policy, within the framework of which the Nursery, Junior School and Infant School plus EYFS policies operate as appropriate.

LOCATION AND DISSEMINATION

A copy of this policy can be found in/on:

- Staff resources folder
- Deputy Head Pastoral's office
- School website

This document will be disseminated to:

- Staff: electronically and in paper format, if required
- Governors: electronic format and in paper format, if required
- Parents: through school website and in paper format, if required
- Pupils: through school website and in paper format, if required

LOCAL AND NATIONAL GUIDANCE:

This policy has been written in consultation with the following guidance:

- PSHE Association guidance document, 2013
- Sex and Relationship Education Guidance (DfES 0116/2000)
- National Teenage Pregnancy Strategy
- QCA PSHE Curriculum Framework for Schools 2000
- National Curriculum 2000 Statutory Science
- National Healthy Schools Standards 2006
- Ofsted (2002) Sex and Relationships. Office for Standards in Education, London.

CONSULTATION PROCESS

This policy has been produced with consultation with:

- School nurse team
- School governors
- Review of Sex and Relationship Education (SRE) curriculum with SMT and other staff involved



THIS POLICY IS A WORKING DOCUMENT, THE PURPOSE OF WHICH IS TO:

- Clarify the legal requirement and responsibilities of the school.
- Clarify the school's approach to Sex and Relationships Education (SRE) for all staff, pupils, governors, parents/carers, external agencies and the wider community.
- Provide a basis for evaluating the effectiveness of the school SRE programme
- Reinforce the role of the school in contributing to local and national strategies.

DEFINING THE BOUNDARIES:

This policy applies to all staff, pupils, parents/carers, governors and outside agencies working with or within our school.



RATIONALE

The needs of young people and the role of our school:

As a great school gives students self-knowledge, QEGS aims to produce self-reflective, confident and articulate young people at ease in the world. We work to make our community safe and welcoming, happy and supportive. We offer education to meet each student's needs. We share a common commitment to safeguarding and promoting the welfare of children and young people. QEGS' pupils have an ethic of hard work, public service and global citizenship.

Young people learn about sex and relationships from a very young age. Some of the things they learn are incorrect, confusing and frightening. In a world where sex is used to advertise goods and services and celebrities' lives become everyone's business, we should talk to young people to help them to make sense of it all.

In addition, rates of teenage pregnancy, abortion and sexually transmitted infection in the UK are among the highest of all European countries. The Government has developed a comprehensive strategy to change this situation and SRE for pupils in both primary and secondary schools is seen, alongside other initiatives, as a key element.

QEGS' approach to SRE is in line with the Government's strategy and guidance given to schools in DfE 'Sex and Relationship Guidance' 2000.

The DfE 'Sex and Relationship Guidance' (2000) recommends that 'Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives'. QEGS has a key role, in partnership with parents/carers, in providing SRE.

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about sex and relationships, are more likely to be more discerning in their relationships and sexual behaviours and to have fulfilling relationships.

'Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to enter into sexual activity. Indeed it can help them learn the reasons for, and the benefits to be gained from, delaying such activity'.

DfE 'Sex and Relationship Guidance', 2000

WHAT IS SRE?

The term *Sex and Relationships Education (SRE)* is used in this policy rather than *Sex Education*. This is to stress that our approach goes beyond provision of biological information, to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

According to DfE guidance SRE is: '*...lifelong learning about physical, 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 also about the teaching of sex, sexuality and sexual health*'

DfE 'Sex and Relationship Guidance', 2000

AIMS

The SRE programme at QEGS reflects the school ethos and demonstrates the following values:

- Respecting self
- Respecting others
- Responsibility for own actions
- Responsibility for others

In addition, QEGS believes that SRE should:

- Be an integral part of the lifelong learning process.
- Be an entitlement for all young people.
- Encourage every student to contribute.
- 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 caring for each other.
- Generate an atmosphere in which questions and discussion on sexual matters can take place without stigma or embarrassment.
- Recognise that parents/carers are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents, carers 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 other health and education professionals.

CONTENT

The programme we follow at QEGS is based on national guidelines provided by the DfE and is sensitive to the age and experience of our pupils. It is delivered mainly through the Complementary Studies and Science curricula as well as informally through other subject areas and the ethos of the school. A table outlining how Science contributes to SRE can be found in *appendix two*.

SRE here at QEGS has three main elements:

1. Attitudes and values
2. Personal and social skills
3. Knowledge and understanding

A fuller account of what exactly constitutes each of the above elements can be found in *appendix one*.

The overall aims of the SRE programme here at QEGS are 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:

- Dispel myths.
- Explore a range of attitudes towards SRE issues and reach their own informed views and choices for a healthier lifestyle. They will develop positive values and a moral framework that will guide their decisions, judgments 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.
- Develop respect and care for others.
- Develop skills relevant to effective management of relationships and sexual situations. Examples include communication with and empathy towards others, risk assessment, assertiveness, conflict management, decision making, seeking help and helping others.
- 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.
- 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 and the reasons for 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.
- 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.
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DELIVERY

As well as a whole school approach to SRE (*see appendix four*), SRE is also part of our Science Programme - *see appendix two*. Other aspects are delivered mainly via Complementary Studies lessons/events and Citizenship lessons/events but may also occur in other subject areas, such as Ethics & Philosophy.

SRE is taught mainly via:



- Complementary Studies spiral curriculum: relationships and healthy lifestyles.
- SRE specific events: relationships, feelings, STI's and contraception .
- Healthy Lifestyles events.
- Key Stage three Citizenship units looking at relationships, rights, responsibilities, morals and values.
- Key Stage three Science (see appendix two)
- Key Stage four Science (see appendix two)
- Key Stage three and four Citizenship units looking at rights, relationships, morals and values
- Informally through other lessons dealing with sex and relationship issues and through the ethos of the school.

SRE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. QEGS' approach to SRE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias. We shall endeavour to have an approach that is educational, rather than one based on propaganda.

The Complementary Studies and Citizenship SRE is taught in the context of relationships using a variety of formal and informal strategies and opportunities. This helps all young people to develop their self-esteem and emotional well being, thus helping them to form and maintain worthwhile and satisfying relationships, which are based upon respect for themselves and for others.

METHODOLOGY AND RESOURCES

Teaching will be based on an understanding that a variety of interactive and anticipatory teaching methods will be used to ensure all pupils are fully involved

STAFF TRAINING

Any Healthy Lifestyles events at QEGS are delivered by trained professionals who look at a range of issues with the pupils including raising awareness of both testicular and breast cancer. All of these staff respond to situations with consistency and sensitivity, taking account of religious, social and cultural issues.



INCLUSION

Information regarding inclusion and the access of SRE for boys and girls can be found in *appendix three*.

OUTSIDE AGENCIES

As outlined above, outside agencies are used to complement the SRE programme following the guidelines for working with visitors in schools.

PARTNERSHIP WITH PARENTS/CARERS AND THE RIGHT TO WITHDRAW

Most of a pupil's informal SRE occurs within the family and QEGS' programme will complement and build on this. We will share responsibility for the education of pupils, with parents, who will be kept informed via sharing of the SRE policy.

Some parents prefer to take the responsibility for aspects of this element of education. Parents have a legal right to withdraw their children from dedicated SRE lessons, except from those aspects of SRE that are taught in National Curriculum Science or where SRE issues arise incidentally in other subject areas.

Parents are encouraged to discuss their decisions with staff at the earliest opportunity and are welcome to review any SRE resources QEGS may use.

CONFIDENTIALITY AND SAFEGUARDING:

QEGS takes its role in the promotion of student welfare very seriously. Staff endeavour to make themselves approachable and to provide caring and sensitive pastoral support for students in a number of ways. Staff may be approached for help on an individual basis and through the tutorial/ pastoral system. They offer a listening ear and, where appropriate, information and advice.

Where appropriate, students are referred to the Counsellor or outside helping agencies. QEGS will keep up to date about the development of local services and national help lines for young people, promote their existence to students and endeavour to form working relationships with local agencies that are relevant to student needs.

School staff cannot promise absolute confidentiality if approached by a student for help. Staff must make this clear to students. Child protection procedures must be followed when any disclosures are made.

It is very rare for a student to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement about whether or not a third party needs to be informed. This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the student may be experiencing.
- The student's age, maturity and competence to make their own decisions.

Where it is clear that a student would benefit from the involvement of a third party, staff should seek the consent of the student to do so. If appropriate, staff might inform the third party together with the student.

Unless clearly inappropriate, students will always be encouraged to talk to their parent/carer.

Young people under the age of 13:

A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under 13's should always be discussed with the nominated child protection lead, Deputy Head Pastoral, N Vyse.

Under the Sexual Offences Act, penetrative sex with a child under the age of 13 is classed as rape. Therefore, in all cases where the sexually active young person is under 13, a referral should be made to Social Care Direct identifying the young person, and the sexual partner if known. Following this, a Strategy Meeting or discussion will be held. The meeting will involve a Team Manager, Social Worker, Police, Health Worker, Education and Welfare and other relevant agencies, to discuss appropriate next steps.

Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that a child, whether girl or boy, is suffering or likely to suffer significant harm. All cases involving under 13's should be fully documented including detailed reasons why decisions were made not to share information beyond the statutory meeting.

Young people aged 13 – 16

Sexual Activity with a young person in this age group is a criminal offence under the Sexual Offences Act 2003. The Act reinforces that whilst mutually agreed, non exploitive sexual activity between teenagers does take place and that often no harm comes from it, the legal age of consent remains 16. This acknowledges that this group of young people is still vulnerable, even when they do not view themselves as such.

Consideration should be given in every case of sexual activity involving 13-15 as to whether a discussion with other agencies and whether a referral should be made to Safeguarding and Specialist Services. Cases of concern should be discussed with the nominated child protection lead and subsequently with other agencies as required.

When confidentiality needs to be preserved a discussion can still take place as long as it does not identify the child (directly or indirectly).

Where there is a reasonable cause to suspect that significant harm to a child has occurred/might occur, there should be a presumption that the case is reported to Safeguarding and Specialist Service .

All cases should be carefully documented including when a decision is taken not to share information.

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

Fraser Guidelines - It is good practice for doctors and other health professionals to follow the criteria outlined in the 1985 House of Lords ruling commonly known as the Fraser Guidelines:

- The young person understands the health professional's advice.
- The health professional cannot persuade the young person to inform his or her parents or allow the doctor to inform the parents that he or she is seeking contraceptive treatment;



- The young person is very likely to begin or continue having intercourse with or without contraceptive treatment;
- Unless he or she receives contraceptive advice or treatment, the young person's physical or mental health or both are likely to suffer;
- The young person's best interests require the health professionals to give contraceptive advice, treatment or both without parental consent.

MONITORING AND EVALUATION OF SRE

It is the responsibility of the Director of Complementary Studies and the Leadership team to oversee and organise the monitoring and evaluation of Complementary Studies, in the context of the overall school plans for monitoring the quality of teaching and learning.

The Governors and the Senior Management Team are responsible for overseeing, reviewing and organising the revision of the Sex and Relationship Education Policy.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on QEGS' sex and relationship education policy, and on support and staff development, training and delivery.

Appendix 1 – Additional information

The three main elements of SRE:

Knowledge and understanding:

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, sexual health, emotions and relationships.
- Learning about contraception and a range of local and national sexual health advice, contraception and support services.
- Learning the reasons for delaying sexual activity, the benefits to be gained from such delay.
- The avoidance of unplanned pregnancy.

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.
- Challenging myths, misconceptions and false assumptions about normal behaviour.

Personal and social skills:

- Learning to manage emotions and relationships confidently 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 recognise and avoid exploitation and abuse.

Appendix Two: QEGS SRE Science Overview

KEY STAGE 3	Year 7	Year 8	Year 9
1d) that fertilisation in humans...is the fusion of a male and a female cell	<ul style="list-style-type: none"> • What is fertilisation? • Where does fertilisation happen? • How does fertilisation happen? • Why are sperm cells and egg cells good at their job? 		
2f) about the physical and emotional changes that take place during adolescence.	<ul style="list-style-type: none"> • What is the menstrual cycle? • How do children grow? • How do children develop? (Physical and emotional) • Why is food important? • What is a balanced diet? • Is a balanced diet the same for everyone? 		
2g) about the human reproductive system, including the menstrual cycle and fertilisation	<ul style="list-style-type: none"> • What do the reproductive organs do? • What happens during sexual intercourse? • What is infertility? • Why are sperm cells and egg cells good at their job? • What happens immediately after fertilisation? • Where do the instructions come from to make a new human being? • What is the menstrual cycle? • How many babies can be made at once? 		

<p>2h) how the foetus develops in the uterus</p>	<ul style="list-style-type: none"> • How are twins made? • What is pregnancy? • What is the placenta? • Why does the embryo need food and oxygen? • What happens during birth? • What happens if a baby is born early? • Why do human mothers make milk? • What do newborn babies need? 		<ul style="list-style-type: none"> • What characteristics can be inherited • How are characteristics inherited • Why are children of the same parents not identical • Why do identical twins look the same
<p>2n) how the growth and reproduction of bacteria and the replication of viruses can affect health</p>			<ul style="list-style-type: none"> • What do micro organisms do? • What do they look like? • How are microbes grown to make food? • How are microbes grown in a laboratory? • What is infection? What causes infection? • How can microbes enter your body? • How can you avoid infection? • How do you stop disease spreading? • Who is involved in stopping disease spreading? • What stops microbes getting into your body? • What happens if microbes get into your body? • What else can make you ill? • How do scientists help us fight disease? • What are antibiotics? • Can antibiotics cure diseases caused by viruses? • What are the problems with antibiotics? • Who discovered antibiotics? • What effect have antibiotics had on disease?

			<ul style="list-style-type: none">• What is immunity?• What is immunisation? <p>How have vaccinations affected public health?</p>
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KEY STAGE 4

Years 10 & 11

<p>2f) the way in which hormonal control occurs, including the effects of sex hormones</p>	<ul style="list-style-type: none"> • How is your body controlled? • What is the difference between your nervous system and your hormones? • How do you respond to changes in your surroundings? • How is the menstrual cycle controlled? • When is a woman most likely to conceive? • How can hormones be used to stop pregnancy? • How can hormones help to solve the problems of infertility?
<p>2g) some medical uses of hormones including the control and promotion of fertility</p>	<ul style="list-style-type: none"> • How is the menstrual cycle controlled? • When is a woman most likely to conceive? • How can hormones be used to stop pregnancy? • How can hormones help to solve the problems of infertility? • The contraceptive question.
<p>2l) the defence mechanisms of the body</p>	<ul style="list-style-type: none"> • How is your body controlled? • What is the difference between your nervous system and your hormones? • How do you respond to changes in your surroundings? • What is a reflex? • Why are reflexes so important? • How are conditions inside your body controlled? • Why is it important to control your internal environment?
<p>3d) how sex is determined in humans</p>	<ul style="list-style-type: none"> • What happens to your chromosomes when your gametes are formed? • How does sexual reproduction give rise to variation? • How is sex determined in humans? • Can you predict what features a child might inherit?

Appendix Three - INCLUSION

'Mainstream schools and special schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in sex and relationships education. Sex and relationship education should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives'.

DfES SRE Guidance July 2000

Young people may have varying needs regarding SRE depending on their circumstances and background. QEGS strongly believes that all students should have access to SRE that is relevant to their particular needs. To achieve this QEGS' approach to SRE will take account of:

The needs of boys as well as girls: Girls tend to have greater access to SRE than boys, both through the media (particularly teenage magazines) and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying. Testicular cancer, as well as breast cancer is now included in the SRE events.

Ethnic and cultural diversity: Different ethnic and cultural groups may have different attitudes to SRE. QEGS will promote respect for, and understanding of, the views of different ethnic and cultural groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns regarding this. Female genital mutilation is included in the Complementary Studies programme.

Varying home backgrounds: We recognise that our students may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

Sexuality: On average, about 5% of our students will go on to define themselves as gay, lesbian or bisexual. Students may also have GLB parents/carers, brothers or sisters, other family members and/or friends. All our students will meet and work with GLB people.

Our pastoral support will take account of the needs of GLB students. We shall also actively tackle homophobic bullying.

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

Special educational needs: We shall take account of the fact that some students may have learning, emotional or behavioural difficulties or physical disabilities that result in particular SRE needs.

Appendix Four - A WHOLE SCHOOL APPROACH

A whole school approach will be adapted to SRE that actively involves the whole school community. All groups who make up QEGS community have rights and responsibilities regarding SRE. In particular:

- **The senior management team (SMT)** will endeavour to support the provision and development of SRE in line with this policy by providing leadership and adequate resourcing.
- **The designated PSHE /Citizenship co-coordinator, Mrs Foxley,** will maintain an overview of SRE provision and will evaluate this on an annual basis.
- **All teachers** are involved in QEGS' SRE provision in one way or another. Some teach SRE through science and other curriculum areas. All teachers play an important pastoral role by offering support to students. Any teacher can be approached by a student who experiences a difficulty regarding sex or relationships issues. Teachers will be consulted about QEGS' approach to SRE and aided in their work by provision of resources, background information, support and advice from the Director of Complementary Studies and if requested, access to appropriate training.
- **Non-teaching staff** may be involved in a supportive role in some SRE lessons/events and also play an important, informal pastoral support role with students. They will have access to information about the SRE programme and supported in their pastoral role.
- **Governors** have responsibilities for school policies. They will be consulted about the SRE provision and policy and have regular reports at Governors' meetings.
- **Parents/carers** have a legal right to view this policy and to have information about QEGS' SRE provision. They also have a legal right to withdraw their children from dedicated SRE lessons if they wish. QEGS will seek and take account of parent/carer views and endeavour to adopt a partnership approach with parents/carers.
- **Outside agencies and speakers** may be involved in inputting to SRE lessons/events and as points of referral as support services for students. QEGS will only work with agencies and speakers who are appropriate to student needs. We shall work in partnership with them and jointly plan their work within the school. QEGS will also promote relevant helping agencies that students can access.
- **Students** have an entitlement to age and circumstance appropriate SRE and to pastoral support. They will be actively consulted about their SRE needs and their views will be central to developing the provision.

Reviewed and approved by Board of Governors:

March 2016
