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## HOE VALLEY SCHOOL

### SEX AND RELATIONSHIPS EDUCATION (SRE)

Person Responsible: Head Teacher  
Date Adopted: September 2015  
Date of last review: Summer 2022  
Date of next review: Summer 2023

*To be read in conjunction with the Teaching and Learning Policy and PSHE Policy.*

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 involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

The Government believes that SRE is an important part of young people's education and it is a legal requirement that all secondary schools in England and Wales must provide sex and relationship education (including education about consent, HIV and AIDS and other sexually transmitted diseases) and must teach human growth and reproduction as set out in the national curriculum. Sex Education has a compulsory element in all Key Stages within the National Curriculum Science Orders.

#### **1. AIMS**

SRE aims to give students accurate information about sex and relationships and allow students the opportunities to develop life skills that enable them to make good use of that information. It also offers opportunities to challenge prejudice, explore and develop their own and other people's attitudes and values. SRE helps young people to make informed decisions, not be pressured into things that they do not want to do and equip them with skills required for effective relationships.

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, 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

- 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 both heterosexual and LGBTQ+; challenge sexism and prejudice, and promote equality and diversity
- Understand the arguments for delaying sexual activity
- Understand 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 including HIV
- To be aware of Female Genital Mutilation
- 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

## **2. APPROACH**

At Hoe Valley School, SRE forms part of the RE, Science and Personal, Social and Health Education Programme (PSHE). The PSHE Programme is delivered by a list team of teachers/tutors from year seven to eleven. All teaching staff receive high quality training at the beginning of the year before teaching SRE. Topics and teaching materials are carefully chosen to ensure that they are appropriate to the needs and ages of the students. Outside agencies work with the school to plan and implement the programme. Outside agencies will be carefully vetted to ensure their provisions are suitable for the students. Students are taught in single sex groups where appropriate.

At Hoe Valley School, SRE will:

- 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 support 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

### **3. OUTCOMES**

Through the PSHE and Science Curriculum we aim that all young people will develop the following attitudes, skills and knowledge.

#### **3.1 Attitudes and Values**

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and 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 and false assumptions about normal behaviour.

#### **3.2 Personal and Social Skills**

- 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;
- managing conflict;
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

#### **3.3 Knowledge and Understanding**

- learning and understanding physical development at appropriate stages during puberty;
- understanding human sexuality, reproduction, sexual health, emotions and relationships, while normalising LGBTQ+ 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;
- the avoidance of unplanned pregnancy

## **4. ORGANISATION AND CONTENT OF SEX AND RELATIONSHIP EDUCATION**

Hoe Valley School specifically delivers SRE through its PSHE Programme, RE and Science lessons from Y7 through to Y11.

Tutors will generally deliver the SRE Curriculum with support from professionals where appropriate and if available. Form tutors work closely with their tutees over a number of years and we believe that they are usually the best people to work with the students on many of the SRE topics as they are aware of each student's individual circumstances. 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 Faculty. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten. A parent or guardian cannot withdraw their child from science lessons.

Any SRE lessons 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.

More expert or specialist teachers support tutors who are uncomfortable with teaching certain aspects of the curriculum. Support is offered from Heads of Year who will help with planning or delivery lessons if required, as well as the PSHE lead.

### **4.1 Inclusion**

#### **Ethnic and Cultural Groups**

We intend our policy to be sensitive to the needs of different 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.

#### **Students 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 students, taking specialist advice where necessary.

#### **Sexual Identity and Sexual Orientation**

We aim to 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. LGBTQ+ is taught within the PSHE curriculum and currently a member of the humanities department leads on this. . All staff have undergone training on

LGBTQ+ and are fully aware of its place within the curriculum in order to identify any HTB (Homosexual and transgender bullying) behaviours amongst students.

#### **4.2 Withdrawal**

Parents/Carers have the right to withdraw their children from all or part of any sex education provided, but not from learning the biological aspects of human growth and reproduction necessary under the National Curriculum for Science. If you wish to withdraw your child you must contact the Head Teacher in writing. Withdrawn students will be put in another area of the school whilst the lessons continue and will complete any PREP work or can sit and read their reading book.

#### **4.3 Confidentiality, Controversial and Sensitive Issues**

Teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents or the Head Teacher of any disclosure unless the Head Teacher has specifically requested them to do so.

In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:

- The young person will be persuaded, wherever possible, to talk to their parent/carer and if necessary to seek medical advice
- Child protection issues will be considered, and referred if necessary to the Designated Safeguarding Lead under the school's procedures
- The young person will be signposted to appropriate agencies where they can be properly counselled about contraception, including precise information about where young people can access contraception and advice services

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

### **5. MONITORING AND EVALUATION OF SEX AND RELATIONSHIP EDUCATION**

Monitoring of the delivery, content, teaching and assessment of SRE is linked to the school monitoring procedures (see Quality Assurance Policy).

The Governors' Committee is responsible for the strategic oversight of SRE teaching and learning in the school and its effectiveness.

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