



# **St George's School Harpenden, Academy Trust**

## **Sex and Relationships Education Policy**

**Reviewed: April 2022**

**Next review date: April 2023**

## Introduction

Sex and Relationships Education at St George's school aims to support young people through their physical, emotional and moral development from childhood to adolescence and into adulthood. We believe that Sex & Relationship Education is an essential part of a broad and balanced curriculum. It is delivered to all students in accordance with the school's Equal Opportunities Policy and the requirements of the DfE *Sex and Relationships Education Guidance (2000)* and the more recent Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019, under sections 34 and 35 of the Children and Social Work Act 2017.

It has been approved following consultation with relevant Heads of Department as well as governors and staff involved in teaching Sex and Relationships.

A copy of this policy is available on the school's website alongside the curriculum information. A hard copy is available at Reception.

### Aims. We intend to:

- Give all students objective and accurate information concerning sexual relationships
- Equip them to make considered decisions about their own relationships
- Encourage them to respect the needs and rights of others
- Foster a sense of moral responsibility
- Develop the skills to avoid unwanted sexual experiences
- Provide a knowledge of how the human body functions and how it develops so that students understand the changes that are happening to their bodies and how these will affect them.
- Develop self-esteem, self-awareness and communication skills
- Provide support and information for young people and their parents
- Provide a secure environment where issues can be explored
- Provide opportunities for students to talk with adults, who are prepared to engage with them about issues that are concerning them
- Encourage students to accept that others' sexuality may be different from their own
- Teach students about aspects of the law regarding sexual relationships and sexuality
- Provide a framework in which sensitive discussions can take place
- Create a positive culture around issues of sexuality and relationships

### What topics will be covered and when?

The school's SRE programme is taught as part of the PSHE curriculum throughout Key Stages 3, 4, 5 and the Friday 5 programme (See *appendix 1: What is taught in KS3 and KS4* and *appendix 2: By the end of secondary school pupils should know*).

The time allocated to SRE in each year group is:

- Year 7 – one sixty-minute lesson every week for a half term each term
- Year 8 – three sixty-minute lessons every 2 weeks for the course of 12 weeks
- Year 9 – one sixty-minute lesson every other week
- Year 10 – one sixty-minute lesson every other week
- Year 11 – one sixty-minute lesson every other week
- From September 2021 Year 12 students will also receive 16 sixty-minute lessons across the year.

For all year groups the Friday 5 programme is also used to deliver elements of the SRE curriculum e.g. promoting positive relationships sessions, how to use mobile devices safely and talks on developing appropriate values.

### **How will we involve and consult students?**

Students have been asked for feedback on topics and individual sessions for example the Promoting Positive Relationship sessions and a whole year 11 review of the 5-year PSHE/SRE provision they have experienced. This will be used to further inform our delivery for subsequent year groups. Students will continue to be surveyed at opportune points in the course.

### **How will we ensure inclusion and differentiate learning?**

We will identify students' different starting points and ensure that all students' situations are understood. If a student has a Learning Support Assistant (LSA) this LSA will be assigned to them (unless there is a gender issue when other provisions will be made).

We will require students to respect and appreciate many different viewpoints and use these to inform their own decisions. All staff teaching SRE will be expected to do the same.

### **The Involvement of Parents and Carers**

We are committed to working with parents and carers. This policy is available for them to view on the school website and hard copies are also available for collection from Goddard Reception or from the Head of Personal Development.

Parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE up to and until 3 terms prior to the child turning 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. There is no right to withdraw from Relationships Education or Health Education.

Requests for withdrawal should be put in writing, and addressed to the Head of Personal Development, who will request a meeting with the parents/carers with a member of SLT present.

### **How will we ensure the curriculum is balanced?**

Consistent with the values already described, we will ensure that students are offered a balanced programme that includes many different viewpoints to particular situations. When looking at particular issues (such as contraception) students will be taught that different groups hold to different principles. Exploring different viewpoints does *not* mean that the school supports that viewpoint.

### **How will we ensure that our equalities obligations are fulfilled?**

Under the Equalities Act 2010 St George's School must strive to do the best for *all* students, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children.

As well as being given knowledge and information, students will be encouraged to respect diversity. Staff teaching Sex and Relationships Education will be expected to do the same. They will not let any differing personal beliefs and attitudes influence their teaching. All prejudicial views and discrimination will be challenged and dealt with in line with the school's policies.

We will review this policy every 18 months or in light of issues that come up in the local area or in light of national or legal considerations.

### **Who will be responsible for teaching the programme?**

The programme will be led by the Head of Personal Development and supported by the Assistant to the Head of Personal Development. Much of the work of SRE is supported in other curriculum areas. The outline of the taught content and the outcomes are shown in appendix 1 and 2.

### **How will the SRE policy link to other school policies and other subjects in the curriculum?**

The biological aspects of human sexual behaviour and contraception are delivered in National Curriculum Science. These lessons develop scientific knowledge and understanding and do not deal with values, beliefs and attitudes. Where aspects of sexual relationships arise in any other area of the curriculum they are considered in accordance with the values and beliefs framework of this policy. These lessons will involve any students who have been withdrawn from the PSHE Sex Education Programme. Teachers should act with professional judgement and respect students' and parents' views and sensitivities.

Moral choices are also covered in Religious Education; these include looking at fertility and fertility treatment in year 11.

We request copies of SRE schemes of work from our local Primary Schools annually to ensure appropriate continuity and development of Sex Education.

### **What teaching methodologies will be used?**

A variety of approaches are used to give students relevant information, enabling moral issues to be explored through discussion and to allow acquisition of appropriate skills. A safe environment for discussion is created by the use of ground rules and distancing techniques. A wide range of appropriate resources is available to teachers of SRE. These are available for inspection by parents on request. Teachers recognise the importance of listening to the concerns of young people, particularly those who may find it more difficult to express emotions.

### **How will students' questions be answered?**

From the date this policy was reviewed students will have the opportunity to ask questions both openly and in an anonymous way through a 'question box' drop located outside the Humanities office.

### **How will children who are thought to be at risk be supported?**

If there is any disclosure or safeguarding concern raised in SRE lessons these will be passed to the Designated Senior Person as per the school's Keeping Children Safe in Education policy.

Students are deemed to be at risk if they are:

- Involved in situations where they can endanger themselves or others.
- Involved in situations where they are being exploited or are exploiting others.
- Victims of abuse, physical/sexual or emotional – this would require referral to the Designated Member of Staff for Safeguarding Children.

## **Appendix 1: What is taught in KS3 and KS4**

### **SRE in Key Stage 3**

*At this age students are going through the early stages of puberty. The topics covered are:*

- *Changes to the body, emotions and mental health during puberty*
- *Human fertility*
- *Contraception*
- *Personal responsibility for Health (e.g. personal hygiene, healthy habits, internet use)*
- *The menstrual cycle*
- *Sexual Relationships and an individual's health (including STIs, HIV and AIDs).*
- *Introduction to consent and thinking about personal boundaries and how to set them*
- *The effect of the media and the internet on body image*

### **SRE in Key Stage 4**

*The topics covered in Key Stage 4 are:*

- *Human Fertility - how males and females differ in their fertility*
- *The impact of the Internet and mobile technology on sexual issues and how this might be different for boys and girls.*
- *Pornography and the potential for it to affect their relationships and expectations*
- *Peer pressure and how it may affect the choices they make*
- *Choices and alternatives to different sexual situations.*
- *Consent in the context of relationships*
- *Self care (breast and testicle examination)*
- *Healthy and unhealthy relationships*
- *Teenage parenthood*

## Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul>
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> </ul>

	<ul style="list-style-type: none"> <li>• <i>How information and data is generated, collected, shared and used online</i></li> </ul>
<i>Being safe</i>	<ul style="list-style-type: none"> <li>• <i>The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</i></li> <li>• <i>How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</i></li> </ul>
<i>Intimate and sexual relationships, including sexual health</i>	<ul style="list-style-type: none"> <li>• <i>How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</i></li> <li>• <i>That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</i></li> <li>• <i>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</i></li> <li>• <i>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</i></li> <li>• <i>That they have a choice to delay sex or to enjoy intimacy without sex</i></li> <li>• <i>The facts about the full range of contraceptive choices, efficacy and options available</i></li> <li>• <i>The facts around pregnancy including miscarriage</i></li> <li>• <i>That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</i></li> <li>• <i>How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</i></li> <li>• <i>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</i></li> <li>• <i>How the use of alcohol and drugs can lead to risky sexual behaviour</i></li> <li>• <i>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</i></li> </ul>