



SIMON LANGTON
Grammar School for Boys

Sex and Relationship Education Policy

Document Owner	Head of School
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Governing Committee	Guidance
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Additional Information	3 Year Review

School Context

The Langton is an academically selective school of approximately 1100 students between the ages of 11 and 18. KS3 and KS4 students are boys only. We have a Sixth Form of over 500, including approximately 200 girls. We have a religious, ethnic and cultural mix of students, although only a small proportion have English as their second language. We accommodate students with Special Educational Needs typical of mainstream education. In addition we offer places to students with SEN statements for ASD through an inclusion programme funded by KCC.

The Process for Policy Development

Name of co-ordinator: Andy Raines

The process of reviewing the SRE policy began with an information evening organised jointly by the Parents Association and the school. This evening involved parents of students from Yrs 7 – 9 attending an information and discussion session, where issues such as the content, delivery and ideologies behind SRE at the Langton were debated.

From this evening a working party was organised to work together with both the co-ordinator and link governor to formally review and re-write the policy.

The co-ordinator and governor then met again to look at the framework for the new SRE policy; a copy of which was distributed to all members of the working party for their comments, observations and approval.

Following this the policy was thus submitted to the Curriculum Committee of the Governing Body, before being passed on to the full Governing Body for final approval and adoption.

What is Sex and Relationships Education?

In accordance with the 1966 Education Act, the school provides Sex Education to all our students. The biological content is taught as part of the statutory National Science Curriculum. Our policy for Sex and Relationship Education (SRE) is that it be integrated into our Personal, Social and Health Education (PSHE) and Citizenship curriculum framework. This policy is based on the joint recommendations of KCC and NHS (published in 2003). These were informed by the ongoing work of the Sex Education Forum, a national authority on SRE, made up from 50 member organisations including religious, children's parents, governors, health and education organisations.

What is sex and relationship education?

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

It is three main elements

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; and
- developing critical thinking as part of decision-making.

Personal and social skills

- leaning 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; and
- learning how to recognise and avoid exploitation and abuse

Knowledge and understanding

- learning and understanding physical development at appropriate stages
- understanding human sexuality, reproduction, sexual health, emotions and 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; and
- the avoidance of unplanned pregnancy
- understanding all age related issues concerning consensual sex

The objective of SRE is to help and support young people through their physical, emotional and moral development. This policy, embedded within PHSE, will help young people to respect themselves and others and move with confidence from childhood through adolescence into adulthood

From the school's Mission Statement and Aim:

We are "a community of learners..... Who possess a strong sense of responsibility" for both our school and the wider community..... nurturing the gifts of individuals for the good of all.....for the benefit of (each individual's) own future and the future of the world".

School environment, relationships and ethos

SRE can be enhanced by a supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment which is conducive to learning.

In our school SRE as an integral part of PHSE, aiming to inform students about relationships, emotions, sex, sexuality and sexual health. It seeks to help students to develop personal and social skills and a

positive attitude to sexual health and well-being. This is entirely consistent with our aims as a school, expressed through the School Development Plan, to educate the whole person and to foster a level of personal development which will prepare students for the opportunities, responsibilities and experiences of adult life. Our school is a relaxed but well-ordered learning environment in which the quality of relationships between students and themselves and between students and staff are our highest priority. By fostering mature and open relationships, we provide students with safety and security, both physical and emotional, in which to learn and to grow.

Parental right of withdrawal from SRE

Parents have the right to withdraw their children from SRE lessons that fall outside those aspects covered in the National Curriculum Science lessons. Parents can not be forced into giving their reasons for withdrawing their children but would usually be expected to meet with a member of the SMT and to be made aware of the implications of removing children from lessons.

Children withdrawn from SRE lessons would normally be expected to work in the library under the supervision of the librarian. The DfEE does offer schools a standard pack of information for parents who withdraw their children from SRE.

Curriculum Provision for SRE

SRE is firmly rooted within the non-statutory framework for PSHE. It is not delivered in isolation.

Key Stage 3

PSHE

- To reflect on and assess their strengths in relation to personality, work and leisure
- To respect the differences between people as they develop their own sense of identity
- To recognise the stages of emotions associated with loss and change caused by death, divorce, separation and new family members, and how to deal positively with the strength of their feelings in different situations.
- To recognise the physical and emotional changes that take place at puberty and how to manage these in a positive way
- In a context of the importance of relationships, about human reproduction, contraception, sexually transmitted infections, HIV and high-risk behaviours including early sexual activity.
- About the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively
- How to empathise with people different from themselves
- About the nature of friendship and how to make and keep friends
- To recognise some the cultural norms in society, including the range of lifestyles and relationships
- To changing nature of, and pressure on, relationships with friends and family, and when and how to seek help
- About the role and importance of marriage in family relationships
- About the role and feelings of parents and carers and the value of family life
- To recognise that goodwill is essential to positive and constructive relationships

- To negotiate within relationships, recognising that actions have consequences and when and how to make compromises
- To resist pressure to do wrong, to recognise when others need help and how to support them
- To communicate confidently with their peers and adults

Science

- About the physical and emotional changes that take place during adolescence
- About the human reproductive system including the menstrual cycle and fertilisation
- How the foetus develops in the uterus including the role of the placenta

Key Stage 4

PHSE

- To have a sense of their own identity and present themselves confidently in a range of situations
- To recognise influences, pressures and sources of help and respond to them appropriately
- To think about the alternatives and long- and short-term consequences when making decisions about personal health
- To use assertiveness skill to resist unhelpful pressure
- To seek professional advice confidently and find information about health
- To be aware of exploitation in relationships
- To challenge offending behaviour, prejudice, bullying, racism and discrimination assertively and take the initiative in giving and receiving support
- To be able to talk about relationships and feelings
- To deal with changing relationships in a positive way, showing goodwill to others and using strategies to resolve disagreements peacefully
- About the nature and importance of marriage for family life and bringing up children
- To know about the statutory and voluntary organisations that support relationships in crisis
- Informed consent to sexual activity and its place in relationships

SRE at the Langton is taught by a specialist team. This team is headed by the subject leader for PSHE (Andy Raines) and includes Darren Butler.

SRE is taught as part of the discrete PSHE programme, during which each Key Stage 3 class receives an hour lesson each week and at Key Stage 4 Year 10's have one lesson each fortnight and Year 11 classes have one lesson of 60minutes each week.

Evaluation and Monitoring

Responsibility for the monitoring and evaluation of the SRE programme is in the hands of the subject leader and the Head of School. However in line with the receiving of school policy the date for the next review is

Regular departmental meetings and the availability of inset will enable the department to constantly monitor, review and adapt, if necessary, the teaching and methods of delivery of SRE.

Parental information and discussion evenings around the theme of SRE will help enable parents to be kept informed and will allow the opportunity for discussion and changes to the programme.

Students are regularly canvassed as to their views of the value of the SRE they receive, through questionnaires and self-assessments. It is vital that SRE answers the needs and requirements of the consumers.

Teaching Strategies for SRE

School can help young people develop confidence in talking, listening and thinking about sex and relationships.

A number of teaching strategies help this, including:

- Establishing ground rules with pupils
- Using 'distancing' techniques
- Knowing how to deal with unexpected questions or comments from pupils
- Using discussion and project learning methods and appropriate materials
- Encouraging reflection

To facilitate pupils learning in SRE:

- The purpose of each lesson is made clear
- Appropriate learning experiences are planned and meet the needs of all the pupils in the class
- Learning experiences draw on pupils' own experiences or existing knowledge and provide a range of opportunities for pupils to learn, practice and demonstrate skills, attitudes and knowledge
- Time is given for pupils to reflect and consolidate their learning
- Pupils are encouraged to take responsibility for their own learning and to record their own progress
- Attention is given to developing a safe and secure classroom climate
- Staff training needs are met

Role of Outside Agencies and Visitors

The school leads the programme but outside agencies and visitors have a role. A counsellor from the school counselling service visits school for one day every week.

The normal protocol is for all visitors to be vetted by the subject leader for the suitability of the material and delivery methods. At present we are looking to forge greater links with outside agencies and speakers and are actively seeking recommended sources.

Confidentiality and Sensitive Issues

The Head of School is responsible for managing and monitoring the way in which sensitive issues are handled. The implementation of agreed procedures are monitored for consistency formally through the weekly meeting between the Head of School and the Heads of Year. All such matters are discussed with students appropriately through the taught curriculum (PHSE, SRE, Citizenship) and through the tutorial work of the pastoral system (Year Heads, Form Tutors, Form Guardians and Peer Counsellors). The tutorial system operates through twice weekly form meetings, weekly year assemblies and fortnightly Key Stage assemblies. Parental involvement is encouraged through regular information and discussion evenings (e.g. most recently on the issues of bullying and SRE). The school has access to specialist support when needed and we employ a counsellor to be in school for two-and-a-half days every week.

Teachers and other adults involved in SRE will sometime hear disclosures that suggest a child may be at risk of abuse. It is essential that all are aware of the school's child protection policy. The Head of School is the Child Protection Officer.

Teachers cannot offer or guarantee confidentiality. When the teacher who receives the information believes there is a child protection issue to be addressed, they should refer the case to the designated teacher for child protection. They should also make clear to the pupil that they cannot guarantee confidentiality. The teacher should ensure that the pupil understands that if confidentiality has to be broken they will be informed first.

Working with Parents

Our school seeks to work in partnership with parents to provide effective SRE. Parents need to be confident that the schools SRE programme will complement and support their role as parents and that they can be actively involved in the determination of the schools policy.

Dissemination and Review

The full SRE policy will be held by the following:-

- a) Chair person of Governor Board
- b) Head of School
- c) Subject Leader
- d) SRE subject staff

It will available to parents on request.

The policy will be reviewed on a 2 yearly basis.

The policy will next be reviewed in May 2021.