



# HIGHSHORE SCHOOL

## **Sex and Relationship Education Policy**

### **Rationale**

Highshore believes that Sex and Relationship Education (SRE) is important. We are committed to ensuring that our pupils have access to learning opportunities that will enable them to make informed choices about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. SRE can help create a safe school community in which pupils can grow, learn, and develop positive, healthy behaviour for life. SRE provides accurate information about the body, reproduction, sex, and sexual health. It also gives pupils essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on line and in person.

### **Statutory Responsibility**

In 2000, the Department for Education and Employment published statutory Sex and Relationship Education Guidance (DfEE 0116/2000). The Department of Health set out its ambition for all children and young people to receive high quality sex and relationships education in the *Sexual Health Improvement Framework* (2013). The PSHE Association ([www.pshe-association.org.uk](http://www.pshe-association.org.uk)) and the Sex Education Forum ([www.sexeducationforum.org.uk](http://www.sexeducationforum.org.uk)) recently produced *Sex and Relationships Education (SRE) for the 21st Century* (2014) which supplements 2000 guidance. Highshore's SRE policy has been developed and reviewed with regard to both the statutory guidelines and supplementary advice.

### **Purpose of the Policy**

At Highshore School we ensure that pupils with special educational needs and learning and communication difficulties are properly included in SRE. SRE should help all pupils understand their physical and emotional development and enable them to learn about safety and risks in relationships and prepare pupils for the opportunities and responsibilities of life.

### **Aims and Objectives**

"Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health" (DFE July 2000).

The aim of SRE is to provide our pupils with information, explore attitudes, values and beliefs in order to develop skills to enable them to make positive decisions. Taking account of the age, maturity and needs of our pupils, sex and relationship education aims to:

- give clear, factually correct information that helps develop an awareness and understanding of the human body to help cope with the influences of peers and media
- help pupils to understand and express their feelings by increasing their vocabulary, developing their confidence and communication skills
- develop an understanding and valuing of others beliefs, needs and feelings
- equip pupils with the skills needed to develop a range of relationships and encourage respect and consideration for others
- develop an understanding of the individual's ability to make healthy and safe choices and encourage personal responsibility in all forms of behaviour
- provide information about agencies which can give support on related issues
- encourage self-esteem and confidence, especially in their relationships with others

### **Equal Opportunities: The Moral and Values Framework**

SRE is about relating to other people, respecting the rights and feelings of others, developing loving, caring relationships as friends, parents, members of a family and sexual partners. It also involves learning to say 'no' to unwanted sexual advances and how to protect oneself from abuse and exploitation. Our programme of SRE respects religious, moral and cultural viewpoints and is underpinned by values promoting equality, respect and inclusion. We will be neutral to sexual orientation and adopt a non-tolerance policy towards homophobic bullying. Valuing diversity and anti-discriminatory practice is an integral part of our school's ethos.

### **Specific Issues:**

- **Safeguarding and Confidentiality**

Effective SRE may lead to disclosure of a safeguarding issue. A member of staff cannot promise confidentiality if concerns exist. Highshore is legally required to refer concerns regarding safeguarding issues to the designated staff in line with the school procedures for safeguarding. Pupils will be made aware that information cannot be held in confidence but that certain disclosures will lead to further action.

- **Answering difficult questions**

Establishing ground rules at the start of each lesson should ensure that staff are not asked personal or explicit questions. Ground rules are used to create a climate of mutual trust, respect and confidentiality.

- **Harassment and bullying**

Pupils come from a variety of backgrounds and all are entitled to learn in a supportive environment. Some pupils may use sexually related or homophobic language as a way to harass others. This is unacceptable and is dealt with as any other form of harassment, through the school behaviour policy. An understanding of human difference, including sexuality, is an important aspect of education and is addressed as appropriate through the curriculum.

- **Parental consultation**

Highshore believes that by working in partnership with parents/carers they will recognise the importance of this aspect of their child's education and understand that the school's SRE programme will support them in the education of their child regarding sex and relationships. Parents who have concerns about the content of SRE lessons should discuss this with the Head teacher. "Parents have the right to withdraw their children from all or part of the sex and relationship education provided at school except for those parts included in the National Curriculum" SRE Guidance (DfEE 0116/2000)

**Other Relevant Policies:**

Equal Opportunities

Safeguarding

Behaviour Management

PSHCE

E Safety

Sally Brett

May 2015

Governor's signature: *Julia A. Field*

Date ratified: *June 9th 2015*