



Sex and Relationships Education
Policy
2021/2022

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Sex and Relationships Education Policy

Moorside High School takes its responsibility to provide relevant, effective and responsible relationships and sex education (SRE) to all its pupils as part of the school's personal, social, health and economic education (PSHEE) curriculum very seriously. The school wants parents and pupils to feel assured that sex education will be delivered at a level appropriate to both the age and development of pupils, and safely voice opinions and concerns relating to the sex education provision.

This policy is drafted by Helen Ryles-Dean, Faye Cox DSL in consultation with Steven Mills, Assistant Headteacher: Personal Development.

Teaching and non-teaching staff are invited to discuss it during training sessions. The policy is reviewed and approved by the governing body annually.

1. Policy aims.

SRE is lifelong learning about physical, moral and emotional development. It is about teaching sex, sexuality and sexual health in a way that is fully understood and effectively retained by pupils in our care. It is also about teaching what it is to be in a caring, stable and mutually supportive relationship with another person, and how to control and understand feelings that come with being in a relationship.

The school would like to emphasise that by providing comprehensive SRE, we are not encouraging pupils to become sexually active at a young age. The aim of this policy is to ensure that the right provision is in place so that pupils may have all the background knowledge they need to make informed decisions and responsible choices as they grow up.

Through the provision outlined in this policy we also aim to raise pupils' self-esteem and confidence, trying to develop communication and assertiveness skills that can help them stay true to their values if challenged by others, including their peers or what they see in the media. We hope to teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them.

We want our pupils to lead a healthy and safe lifestyle, teach them to care for and respect their bodies, and provide them with all the right tools to enable them to seek information or support, should they need it, both during their school years and after.

2. Roles and responsibilities

School staff

It is important that all school staff feel comfortable to take PSHE classes and answer questions from pupils. If the teacher does not feel confident leading SRE discussions then that is likely to be recognised by the pupils, and the

quality of their learning may be compromised. The school provides training in how to deliver sex education; this includes materials around: confidentiality, setting ground rules, handling controversial issues, responding to awkward questions, and gives an introduction to the rationale of why SRE provision is so important. There are certain members of the school leadership team, such as the school's Personal Development lead and the Behaviour & Safety lead, who will hold more responsibility for ensuring that the school's sex education provision is relevant to our pupils and effective, but this is generally a responsibility for all staff members. As such, the school expects staff to voice opinions where appropriate, and share expertise in this area.

Governors and senior leaders will:

Develop this school policy and review it on a yearly basis. This policy is developed in consultation with school parents, pupils and staff to ensure that it meets the needs of the whole school community.

- Ensure that all staff are given regular and ongoing training on issues relating to SRE and how to deliver lessons on such issues.
- Ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to sex education.
- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of sex education to pupils and seek alternative solutions to staffing where possible.
- Ensure that sex education is age-relevant and appropriate across all year groups; this means ensuring that the curriculum develops as our pupils do and meets their needs.
- Ensure that the knowledge and information regarding SRE to which all pupils are entitled is provided in a comprehensive way.
- Ensure that staff's personal beliefs and attitudes will not prevent them from providing a balanced SRE in school.
- Communicate freely with staff, parents, and the governing body to ensure that everyone is in understanding of the school policy and curriculum for sex education, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as appropriate.

We want the provision of sex education at home to be complementary to the provision the school provides, and this should be clearly communicated to parents and additional support given where necessary or requested.

All staff will:

- Ensure that they are up to date with school policy and curriculum requirements regarding sex education. Any areas that they feel are not covered or inadequately provided for should be reported back to Steven Mills.
- Attend and engage in professional development training around sex education provision.
- Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a pupil comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they should discuss this with Faye Cox, Helen Ryles-Dean or a member of the safeguarding team and if necessary, record this on CPOMS. No one else should be informed at this stage, and a breach of confidentiality may fall under staff misconduct and disciplinary procedures.
- Provide regular feedback to Steven Mills on their experience of teaching SRE and pupil response.
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced SRE in school.
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, including those pupils with special educational needs. If teachers need support in this area, they should speak to the school SENCO Ian Singleton or Steven Mills.

Pupils

Pupils are expected to attend sex education classes that are in their school timetable and take them seriously. Although they are not assessed through examination, these classes are still a very important part of the curriculum and a tool to aid personal development and the school expects pupils to recognise this.

Pupils should support one another with issues that arise through SRE. Listening in class, being considerate of other people's feelings and beliefs, and complying with confidentiality rules that are set in class are key to effective provision. Pupils who regularly fail to follow these standards of behaviour will be dealt with under the school behaviour policy which is available on the website and intranet.

We also hope that pupils will feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to sex education or otherwise. Conversations of this nature between staff and pupils will be held in confidence; however, staff may take concerns to the DSL or Safeguarding team if there is a child protection concern or they feel ill-equipped to deal with the issue at hand.

We ask pupils for feedback on the school's sex education provision annually and expect them to take this responsibility seriously. Opinions on provision and comments will be reviewed by senior managers and taken into consideration when the curriculum is prepared for the following year's pupils. In this way, the school hopes to provide pupils with the education they need on topics they want to learn about.

Parents

The school expects parents to share the responsibility of sex education and support their children's personal, social and emotional development. We encourage parents to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHEE. Parents are also encouraged to seek additional support in this from the school where they feel it is needed.

Implementation and curriculum

It is important that we implement our SRE policy consistently throughout the school and provide effective provision throughout classrooms. We encourage teachers to provide classes that are specific to the needs of the pupils in that class, and responsive to their behaviour and development.

Through this aspect of our curriculum, we aim to explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding sex and relationships. It is important that pupils know the difference between fact, opinion, and belief.

Aims

- To present students with the facts regarding all aspects of sex education in an objective and well-balanced manner.
- To promote understanding of values and other influencing factors relating to sexual attitudes and behaviour.
- To equip students with the knowledge to assist the development of informed, reasoned, and responsible decisions.
- To develop self-esteem and self-confidence in young people as the foundation for responsible and caring relationships.
- To ensure knowledge of the relevant law.
- To help young people to understand that they have rights as individuals.
- To challenge sexism, gender stereotypes and prejudice and to promote equal opportunities.

Objectives

- To develop knowledge and understanding about male and female puberty, menstruation (including long term health conditions related to menstruation, such as endometriosis, PMDD, PME, PCOS and ovulation pain), the physiology of sex, contraception, Acquired Immune Deficiency syndrome (AIDS), Sexually Transmitted Diseases (STDs) and preventative health.
- To explore and develop an understanding of a variety of personal relationships from friendship to intimacy.
- To explore moral values, family values, religious values, gender roles and stereotyping.

- To provide an opportunity for students to examine their own and others' attitudes to sexual activity and related issues, including the consumption, or production*, of pornography (*e.g. sexting).
- To promote an awareness of the pressure on young people to behave in certain ways and to help improve assertiveness and the confidence to cope with such pressures.
- To further develop personal skills and qualities i.e. listening, questioning, communicating, standpoint taking, valuing the opinions of others etc.
- To increase awareness of the appropriate supportive agencies, services and sources of personal, confidential advice relating to sexual matters and personal relationships in the community and to develop the confidence to use them appropriately.

Framework for SRE

Please note the degree of overlap in coverage across year groups; this is necessary to ensure that older students have access to the same content that younger students will receive under new statutory guidelines. It will, by necessity, be covered in less depth for older students.

Please note that some of the SRE content is covered in sessions that sit within different categories in our PSHE Programme (e.g. Health; British Values).

Sex and Relationships Education Year 7

Relationships Identity and Safety

- Maintaining genuine friendships and avoiding toxic ones
- Families and different long-term commitments
- Romance, love, new feelings and teen relationships
- Bullying or banter – what is and what isn't acceptable?
- How can we prevent online bullying?
- How can we keep safe and positive relationships?
- What is online radicalisation and why is it a problem?

Puberty, Emotional Health and Wellbeing

- How can we keep good mental health and recognise symptoms of depression?
- Emotional Literacy – How can I control my anger?
- Puberty – what can I expect, what's normal and why does it happen?
- Periods, the menstrual cycle and PMS – what do I need to know?
- FGM – what is it, why is it so serious and what can we all do to help?

Year 8

Sex Relationships and Conflict

- Consent
- Contraception
- The Dangers of Pornography
- Sexting and Image Share Danger
- STI's
- Male Body Image
- Domestic Conflict

Discrimination, Prejudice and Challenges

- Stereotypes and Prejudice: Disability
- Homophobia – LGBT discrimination around the world
- Discrimination and Stereotypes: Teenagers
- How can we avoid online groomers?
- Environmental Issues

Year 9

Healthy Relationships with Others and Ourselves

- Eating Disorders
- Body Image
- Child Sexual Exploitation
- Abusive Relationships
- Peer Pressure
- British Community, Religion and Culture
- British Values: Identity
- The LGBTQAI+ Community

Relationships Part 1

- Conflict management
- Forced and arranged marriages
- Harassment and stalking
- Revenge porn
- Relationships with role models

Year 10 Relationships

Part 2

- Same-sex relationships
- Gender and trans identity

- Community cohesion
- Sexism
- Parenting
- Bullying and body shaming
- Types of relationship
- Consent, rape and sexual harassment
- What makes good sex?
- Safe sex and chem sex
- Relationship break ups
- Happiness and positivity

Guest speakers

We may invite guest speakers into school to talk on issues related to sex and relationships. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupil's perceptions. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy and expected to comply with the guidelines outlined within it.

Terminology

Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles may also be discussed; when this is the case, it will be as part of a discussion around the appropriate language to use.

Dealing with difficult questions

Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill-equipped to answer. In this case, they may wish to put the question to one side and seek advice from the PSHE coordinator, Steven Mills, or the pastoral team.

Ground rules in class are essential when discussing sensitive subject matter. Some strategies staff may use to support this might be:

- an anonymous question box; this will enable pupils to feel more comfortable to ask questions without being identified
- making the classroom a zone of silence; this means that whatever is discussed in the classroom stays in the classroom and should not be brought up at any other time. We hope this will give pupils the sense that they are in a safe zone to speak freely about sex and relationships.

Pupils with special educational needs

The school works hard to ensure that all aspects of the school curriculum are inclusive and support the needs of pupils of all ranges of abilities. Staff should differentiate

lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to SRE.

The school will use a variety of different strategies to ensure that all pupils have access to the same information.

Some of these include:

- interactive teaching methods e.g. contraceptive card game
- use of expert guest speakers
- practical activities
- using DVDs or video
- group and paired activities.

Withdrawal from SRE

The school aims to keep parents informed about all aspects of the SRE curriculum and urges parents to read this policy. Parents can request access to resources and information being used in class, and the school will do everything it can to ensure that parents are comfortable with the education provided to their children in school. It is, however, a statutory right of parents or carers to withdraw their child/ren in their care from SRE. This excludes withdrawal from the elements on human growth and reproduction which fall under the National Curriculum science.

Any parent wishing to withdraw their child from SRE should contact the Head of Year who will arrange a meeting to discuss their concerns. SRE is a vital part of the school curriculum and supports child development, and we strongly urge parents to carefully consider their decision before withdrawing their child from this aspect of school life. However, it is acknowledged that the final decision on the issue is for the parent to take.

Complaints

Parents or carers who have complaints or concerns regarding the SRE curriculum should contact the school and follow the school's complaints policy available on the website.

Equal opportunities

SRE lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in the school's behaviour policy available on the website.

Safeguarding and confidentiality

We hope to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school's child protection and safeguarding procedure should be followed which can be accessed on the website.

Personal information about pupils who have approached a teacher for discussion should not be shared with any other person. If there is a child protection concern, the information must only be shared with the DSL and safeguarding team member's manager as is outlined in the school child protection and safeguarding procedure.

Staff members that breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the school's staff discipline, conduct and grievance procedures, which are available on the intranet.

If a staff member is approached by a pupil under 16 who is having, or is contemplating having sexual intercourse, the teacher should contact the DSL who will work with the safeguarding team /pastoral support team to:

- Ensure that the pupil is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active.
- Encourage the pupil to talk to their parent or carer. Pupils may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that children and their parents have open and trusting relationships when it comes to sexual health and the school will encourage this as much as possible.
- Decide whether there is a child protection issue. This may be the case if the teacher is concerned that there is coercion or abuse involved. If a member of staff is informed that a pupil under 13 is having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures.

Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the DSL, Safeguarding team and the SENCO to decide what is in the best interest of the child.

Advice and treatment

Staff who are approached by pupils with a concern about having contracted or possibly contracted a sexually transmitted disease should refer them immediately to the safeguarding team.

Providing advice on contraception and practising safe sex is a key part of the school's SRE provision. We also encourage parents to engage their child in open discussion about practising safe sex.

There is no reason for staff to expect to be made aware of a pupil or colleague's HIV or hepatitis status, and no person will be discriminated against because of this if there is a disclosure of this type of information.

3. Monitoring, review and evaluation

The educational and personal needs of our pupils develop in line with varying societal pressures and economic change. Our aim is to provide SRE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we review the SRE curriculum annually.

We aim to monitor the effectiveness of our sex education provision through annual feedback from pupils

- feedback from staff
- classroom observations
- feedback from students

The school will review this policy annually, evaluating its effectiveness by taking into account feedback from pupils, staff and parents, as well as what has come to light through classroom observations and information we receive from national reports and curriculum reviews.

4. Support

We hope that pupils will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to sex education. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.