

## BETHLEM AND MAUDSLEY HOSPITAL SCHOOL

### Sex and Relationships Education Policy

#### **Purpose of SRE Policy**

- This policy:
  - a. Gives clear guidance to staff and outside visitors about the content, organisation and approach to teaching SRE.
  - b. Gives information to parents and carers about what is taught and when.
  - c. Gives parents and carers information about their involvement with SRE.
  - d. Gives a clear statement on what the school aims to achieve from SRE and why it thinks SRE is important.
  - e. Clarifies the content and manner in which SRE is delivered.

#### **Definition of SRE**

SRE is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. SRE has a key part to play in the personal, social, moral and spiritual development of young people. It begins informally in the home with parents and carers long before any formal education takes place at school. Young people's entitlement to SRE is enshrined in the terms of the Education Act (1996).

The DfES Guidance 2000 offered this definition: *"SRE is the 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."*

The National Sex Education Forum highlighted that SRE also involves:

- Acquiring information.
- Developing skills.
- Forming positive beliefs and attitudes.

#### **Aims of SRE**

- Develop confidence to talk, listen and think about feelings and relationships.
- Address concerns and correct misunderstandings and be able to protect themselves and ask for help.

- Develop skills to make and maintain positive relationships.
- Develop positive attitudes and values and respect differences in opinions.
- Develop a positive self-image and high self-esteem.
- Gain accurate knowledge and understanding about sexuality and relationships.
- Develop personal responsibility for one's actions.
- Know where to get confidential advice and support.

### **Moral and Values framework**

SRE will be sensitive to the needs and beliefs of pupils, parents / carers and other members of the school community.

Sex and Relationships Education (SRE) supports and guides children and young people in life long learning about relationships, emotions, the human biology of sex and sexuality. Along with parents and carers, we help our young people to understand and manage their physical and emotional development in adolescence and prepare for the decisions to be made in adult life.

We believe that pupils should have accurate information that relates to their needs. They need help to explore their own feelings and attitudes, and those of society, in order to develop values on which to base decisions about relationships. They need to learn the communication skills necessary to help them take increasing responsibility for their own sexual behaviour.

Thinking about morals and values also includes:

- Respect for self and others.
- Non-exploitation in relationships.
- Commitment, trust and love within relationships.
- Honesty with self and others.
- Self awareness.
- Exploration of rights, duties and responsibilities.
- Understanding diversity regarding religion, culture and sexual orientation.

### **Content and Organisation**

How taught:

- Pupils in our school will often be taught according to a personalised teaching across all subjects according to their needs. This personalisation will be reflected in the delivery of SRE within the school.
- Teachers will ensure that an atmosphere is created where pupils feel able to discuss concerns, feeling and relationships.
- It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner and not disregarded. The form in which these questions are addressed may be in group activities, or on a one-to-one basis, as appropriate.

Resources will be assessed to ensure that they are appropriate to the age and maturity of pupils. They will take into account equality of opportunity through their use of language, cultural attitudes and images, avoiding stereotyping, racism and sexism.

### **Confidentiality Statement**

The school will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents or carers and are provided with support to do so

The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work within the school's confidentiality policy agreed procedure for recording and reporting disclosures and the nature of access to this information.

### **Assessing SRE and Monitoring the Teaching**

The SLT (Senior Leadership Team) will be responsible for:

- Ensuring the policy is implemented as agreed.
- Supporting staff to assess pupils' progress.
- Evaluation of the teaching will be made by assessing, the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained. Review forms part of the content and is an ongoing process.

### **Teachers' Responsibilities**

To reassure parents/carers, pupils and governors that the personal beliefs and attitudes of teachers will not influence the teaching of SRE, all those contributing to the teaching are expected to work within the aims listed above.

### **Training staff to deliver SRE**

It is important that staff delivering SRE work within the values framework of this policy and feel confident, skilled and knowledgeable to deliver effective SRE. Continuing professional development will be provided through a range of options: individual study and development/ in-house CPD/ external training courses. Training could include:

- What to teach and when.
- Leading discussions about attitudes and values.
- Information updates.
- Involving pupils in their own learning.
- Managing sensitive issues.

### **Working with Parents/Carers and Child Withdrawal Procedures**

Parents are kept informed about the content of the policy through the school's website <http://bethlem-maudsleyschool.org.uk/wordpress> or by paper copies on request.

Section 405 of the Education Act 1996, gives parents the right to withdraw their children from any or all parts of a school's teaching of sex education - where it is not part of the National Curriculum.

We place the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education, including sexual matters. We do our best to find out from them any religious or cultural views they may have which may affect the PSHE they wish to be given to their children, although we would consider carefully any request that compromised our equal opportunities policy.

Parents have a right to withdraw their children from SRE lessons, although not those elements included in the National Curriculum Orders for Science, or any other part of the National Curriculum. If a parent wishes to withdraw their child from SRE teaching, we ask that they discuss it with the Head Teacher or the SLT member for their child's school department, to be clear about what their child will do when they are withdrawn from the teaching.

We should like to make clear that even when a pupil has been withdrawn from SRE teaching, if the pupil should ask questions at other times, these questions would be answered honestly by staff.

#### **Disseminating and Monitoring the SRE Policy**

A copy of this policy will be supplied to all staff and governors. A full copy will be made freely available to parents on request.

Jl  
January 2018