

CRAVEN PRS



SEX & RELATIONSHIPS EDUCATION 2013

Drafted	Ratified by Management Committee	Amendment Made	Review Date
July 2012	November 2012	New Policy – Replaces 2009 Policy	November 2013
	November 2013		

	Print name	Signature	Date
Head Teacher			
On behalf of Management Committee			

CRAVEN PUPIL REFERRAL SERVICE

SEX & RELATIONSHIPS EDUCATION POLICY (SRE)



Introduction

This Sex & Relationships Education policy (SRE) was developed in response to Sex and Relationship Education Guidance DfES 2000, the National Teenage Pregnancy Strategy and National Healthy Schools Programme.

In writing this policy a number of key partners have been consulted, these include:

- Pupil council
- Parents
- SRE Curriculum Review
- Consultation with wider community, including Healthy Schools Team
- Management Committee members

Definitions

SRE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life.

It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Principles & Values

At Craven PRS we strongly believe that SRE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people.
- Encourage every student to contribute to our community .
- Support each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.

- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

Attitudes and Values

- Learning the importance of values, individual conscience and moral choices;
- Learning the value of family life, stable and loving relationships, and marriage;
- Learning about the nurture of children;
- Learning the value of respect, love and care;
- Exploring, considering and understanding moral dilemmas;
- Developing critical thinking as part of decision-making
- Challenging myths, misconceptions and false assumptions about normal behaviour.

Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively;
- Developing self-respect and empathy for others;
- Learning to make choices with an absence of prejudice;
- Developing an appreciation of the consequences of choices made;
- Managing conflict;
- Empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

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;
- The avoidance of unplanned pregnancy.

Aims

The aim of SRE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our SRE programme aims to prepare students for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- Avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- Communicate effectively by developing appropriate terminology for sex and relationship issues.
- Develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity
- Understand the arguments for delaying sexual activity.
- Understand the reasons for having protected sex.
- Have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV. Be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- Know how the law applies to sexual relationships.

SRE Curriculum.

The curriculum is designed around the statutory guidelines set out by the DFES. However, due to the amount of time PSHCEE has on the timetable and the nature of our young people, it is felt that it is important to develop the curriculum so that it becomes a comprehensive scheme incorporating all aspects of developing positive relationships, assertive and passive behaviour and how to develop a foundation for future sex and relationships that our young people may enter into.

The curriculum has been designed to incorporate all aspects of the Sex and Relationships Guidance set out by the DfEE July 2000 and consider all the

requirements within the National Healthy Schools Strategy. If a young person spends an academic year at the Centre then they will have extensively covered all the aspects in 'Sex and Relationship Education within PSHCEE', page 20, section 3.5.

The fundamental belief is that young people should be prepared for an adult life where they can make choices about having relationships and keeping themselves safe. The approach and curriculum is also written to provide a safety net to young people who are currently involved in inappropriate relationships or are in a position of being subject to abuse.

Safeguarding and Confidentiality.

Due to the vulnerable nature of some of our young people, clear boundaries are adhered to by the teaching staff:

Personal references and comments are to be avoided.

All young people have the right to leave the room if the content of the lesson is raising issues for them. These issues will be picked up by appropriate staff, this includes disclosures.

The Headteacher should highlight, to the teaching staff of PSHCEE, any Safeguarding issues surrounding the young people so that the lessons and content can be kept safe for them.

Appropriate language must be used with regards to body parts, sexual relationships, ethnic minorities, genders, contraception.

Confidentiality is explained clearly to the young people so that they understand the boundaries that they are working within and keep themselves safe.

All lessons are taught from a perspective which considers the fact that many of our young people are 'Looked After'.

Any issues raised within the lesson that cause concern are reported appropriately. Mostly this is with the young person's knowledge but this is down to professional judgement and depends greatly on the circumstances.

Teaching and teaching resources.

Teaching is approached so that all young people can engage with the lessons despite their varying abilities and backgrounds. The ethos is one of inclusive and open practice. There is an atmosphere where young people are appropriate and feel free to raise questions that are concerning them. Assessment has shown that the progress the young people make in terms of knowledge, skills, emotional and behavioural aspects of learning and understanding of conducting relationships improves greatly during the course (see PIVATs).

VAK and Multiple Intelligences are taken into consideration. It is important that all learning styles are catered for.

All teaching is supported through use of interactive resources, online resources and outside agencies. The agencies are sourced through the Healthy Schools Consultant and the School Nurse, Tina Johnson.

It is an ethos of the department that all agencies used are appropriate for the young people and both parties know exactly what to expect before the work takes place thus planning meetings will be completed before any work commences.

All work is reviewed thoroughly after each session and at the end of the course. The learning outcomes established should support the work that has already been done and lead into work that will be done.

It is hoped that young people gain a well rounded perspective on SRE and its impact upon their lives both positive and negative.

Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.
Students with Special Needs

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

Right of Withdrawal

Parents and carers rights are respected and consent for SRE is discussed within the Induction meeting that all students and their parents/carers attend before joining the Centre.

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases.

Parents are encouraged to discuss their decisions with staff at the earliest opportunity.

Parents are welcome to review any SRE resources the school uses.

Confidentiality, Controversial and Sensitive Issues

Teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents or the Headteacher of any disclosure unless the Headteacher has specifically requested them to do so.

In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:

- The young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- Child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the school's procedures.
- The young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's policies.

Monitoring & Evaluation

It is the responsibility of the PSHCEE Co-ordinator to oversee and organise the monitoring and evaluation of PSHCEE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHCEE programme will be treated as a subject department in this exercise, under which all departments

undertake yearly self-evaluation and a twice yearly monitoring and evaluation exercise led by the School Leadership Team.

The Governor member for Child protection is responsible for overseeing, reviewing and organising the revision of the Sex and Relationship Education Policy

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's sex and relationship education policy, and on support and staff development, training and delivery.

CRAVEN PUPIL REFERRAL SERVICE
SEX & RELATIONSHIPS EDUCATION (SRE)



RIGHT TO WITHDRAW

Dear Parent

At Craven Pupil Referral Service we have a duty to provide education for young people on sex and relationships.

This can be defined as;

“Learning about sex, sexuality, emotions, relationships, sexual health and ourselves.”

Sex & Relationships Education is taught as being integral to a lifelong learning process. Most of this non-statutory learning takes place within PSHCEE lessons and occasionally we will invite other professionals in to contribute to this programme.

Sex Education also forms part of the National Curriculum for Science and this is a statutory requirement which schools must provide and parents/carers cannot withdraw their children from.

If any parent or carer would prefer that their child does **NOT** take part in the **non-statutory** elements of Sex Education within PSHCEE could they please see the Headteacher, a Keyworker or a member of the Office Staff and arrangements will be made for your child to withdraw from these sessions.

Please find enclosed a Fact Sheet on Sex & Relationships Education for your guidance.

Regards,

Mr D Hannah
Headteacher