



Sex and Relationships Education Policy

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1. Introduction

1.1 The St. Marylebone CE School ('the School') is committed to fulfilling its legal responsibilities to promote the wellbeing of students by providing a programme of Sex and Relationships Education (SRE). From September 2020 Sex and Relationships Education will be statutory and will involve teaching children about reproduction, consent, healthy relationships, sexuality and sexual health. It doesn't promote early sexual activity or any particular sexual orientation.

1.2 This policy has been written to take account of the proposed 2020 statutory curriculum from the [Department for Education](#). This is statutory guidance from the Department for Education issued under sections 34 and 35 of the Children and Social Work Act 2017.

1.3 The central aims of Sex and Relationships Education are to:

- a. give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.
- b. know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage, civil partnership or other type of committed relationships.
- c. cover contraception, developing intimate relationships and resisting pressure to have sex.
- d. build up their confidence and self-esteem and understand the reasons for delaying sexual activity
- e. increase students' knowledge of their body and anatomy and provide students with factual information relating to sexual health, enabling students to make informed decisions
- f. develop the concept of self-esteem, body image and increase students' awareness of how these factors can affect their identity and decisions
- g. teach the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way.
- h. address internet safety and harms.
- i. provide opportunities for students to reflect on their own attitudes and values
- j. provide opportunities for students to develop character, skills and resilience that will help them manage their relationships.

1.4 The delivery of SRE at the School will always be done in mind of the School's Church of England ethos, taking into account the sensitivities, rights and responsibilities of all individuals and groups involved.

2. Whole School Approach to Sex & Relationships Education (SRE):

2.1 Sex and Relationships Education seeks to clarify concepts concerning trust, love, honesty, consent, delaying, independence, commitment, integrity, belonging, respect and self-respect.

2.2 The policy will be implemented in the best interests of all students with due regard to their age, gender, culture, level of development, personal circumstances and will be inclusive of LGBTQ+ (Lesbian, Gay, Transgender, Queer and other) viewpoints.

2.3 The teaching of SRE is embedded firmly within the whole-school curriculum. The aim of the school is to build up each student's sense of worth and self-esteem, while at the same time valuing others and breaking down stereotypes so that informed individuals are empowered to make decisions about their lives.

2.4 It is our belief that effective SRE is crucial to developing and maintaining emotional, physical and sexual health. Students should recognise the importance of personal choice and decision-making in managing relationships and knowing how to minimise risks to health and personal safety. The teaching of consent needs to be embedded into all PSHEE topics as pupils develop a strong sense of self-esteem.

2.5 The school recognises that SRE is not simply a matter of imparting information about reproduction, contraception and sexually transmitted infections (STIs). Young people will not easily attain responsible attitudes and behaviour through presentation of facts alone. They need to explore their own attitudes, feelings, values and experiences, and those of others. The curriculum seeks to challenge stereotypes and myths perpetuated by the media and social networks.

2.5 The curriculum acknowledges that technological advancements mean that students and their peers have access to explicit sexual information at an earlier age; therefore awareness of e-safety issues is built in to learning. The school aims to teach pupils about the legal implications of sharing explicit material via social media, as well as the personal impact this may have on those involved.

2.6 Additionally, the way SRE is delivered through the curriculum supports the whole school aim that students' characteristics and skills can be developed, and that the development of such skills leads to better management of relationships.

2.7 We seek input from stakeholders including students via focus groups, external agencies and school council.

3. Aims

3.1 The School aims to:

- a. present facts in a balanced, accurate and objective manner;
- b. enable students to understand the physical aspects, values and other relevant factors which influence attitudes and behaviour within our own community and society as a whole;
- c. develop high self-esteem by helping students to understand how self-esteem, including body image and media portrayal of sexuality and relationships, can influence decisions;
- d. help students to develop an understanding of diversity including religion, culture and sexual orientation;
- e. help students form their own opinions and to make informed and reasoned judgements whilst at school, including delaying decision-making, and later as adults;
- f. encourage students to adopt a more responsible and informed attitude to HIV/AIDS prevention and other sexually transmitted illnesses and to develop an understanding attitude towards people with STIs/STDs, including HIV/AIDS; inform students about current health concerns so that appropriate precautions can be taken;
- g. make students aware of legal issues relating to sexual activity, behaviour and access to medical assistance;

- h. make students aware of the responsibilities of parenthood as well as sex, including the social and economic implications of teenage pregnancy;
- i. ensure that students with special needs receive supplementary SRE from a SEN specialist;
- j. ensure that young people have access to confidential contraceptive information, advice and services;
- k. work with parents to discuss policies and approaches and to consider sympathetically their anxieties and suggestions.

4. Implementation

4.1 The PSHEE programme is delivered through PSHE Education and other curriculum subjects where possible (Science, ICT, PE, Religious Studies). It is delivered in an age appropriate manner with suitable topics being introduced each year and build upon in more depth as students move through the school. Embedded throughout the curriculum are ideas about consent and self-esteem as pupils look at what kind of relationships they want and how they should be treated and treat others.

4.2 The PSHEE programme is currently delivered during Monday morning PSHE lessons (whereby a year group comes out of Church during period 1 each week), off timetable enrichment days as well as targeted workshops and annual whole school events. Sessions are taught by teachers who feel confident, have experience, and with the support of another member of staff in the room. Annual calendar events include the *World AIDS Day and Pride Week*.

4.3 The methods used include establishing ground rules with students, using 'distancing' techniques, knowing how to deal with unexpected questions or comments from students and encouraging reflection. Sessions will be interactive, pupil-centred, building on individual experience and involve discussion, group work and role-plays.

4.4 Visual resources such as films will be used to enhance the delivery of SRE. Also vital to the quality of SRE is the use of visiting speakers from organisations such as the LAWRS (Latin American Women's Rights Service).

4.5 Advice and counselling are available to all students through the Pupil Achievement Team, including the learning mentors and school nurse. Referrals may be made to outside agencies where appropriate. Targeted students will attend specialist workshops run in the Behaviour Learning Centre (BLC).

5. Opting out

5.1 Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory SRE. Before granting any such request they must first arrange a meeting to discuss the content of the School's current programme with the PSHE-E Coordinator.

5.2 After this meeting if the parents still wish to make the decision to remove their child a letter must be written to the Headteacher outlining their concerns and confirming which aspects of the sex education program they would like their child to opt out of in that academic year. The School would continue to emphasise the educational importance of these lessons. Following such discussions, the School would continue to be guided by [the DfE Guidance](#), which states that, except in exceptional circumstances, the School will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the School will make arrangements to provide the child with sex education during one of those terms.

5.3 A parent can only opt out of elements of sex education delivered in the year of that school academic year.

6. Policies relating to this policy include:
