



Policy Name: SRE – Sex and Relationships Education	
Last updated:	June 2019
Date of next review:	June 2023
Member of staff responsible for the policy:	Carmel Herrick
Dissemination of the policy:	Management Committee, staff, website
Frequency of update	4 years, but any updates due to DfE policy change

SRE (Sex and Relationship Education) Policy

Rationale

GHES fully recognises its responsibility to provide Sex & Relationship Education (SRE) that prepares students to lead safe, fulfilling and enjoyable lives in accordance with DfE guidelines. GHES provides education for children and young people at KS1, KS2, KS3 and KS4 (occasionally KS5 pupils). Our aim is to provide an individualised curriculum appropriate to the age, stage and situation of the young person. GHES includes SRE in our own bespoke Wellbeing Curriculum. The GHES Wellbeing Curriculum combines PSCHEE (Personal, Social, Citizenship and Health and Economic Education), SMSC Education (Spiritual, Moral, Social and Cultural Education), SRE (Sex and Relationship Education) and Careers Education. We have formulated our Wellbeing Curriculum in consultation with staff, the student council and other stakeholders. Consideration to the outcomes of the Gloucestershire Online Pupil Survey and the GHLL (Gloucestershire Healthy Living and Learning) resources has been given in formulating our Wellbeing Curriculum. Key aspects of SRE are also delivered in Science and Religious Education.

SRE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings. In delivering SRE schools are currently required to have regard to the Sex and Relationship Education Guidance published in 2000 (DfE). The current statutory provisions on SRE are contained in sections 403 and 405 of the Education Act 1996 as amended.

The previous Government White Paper, *The Importance of Teaching*, (November 2010) stated:

Children need high quality SRE so that they can make wise and informed choices. We will work with teachers, parents, faith groups and campaign groups, such as Stonewall, to ensure SRE encompasses an understanding of the ways in which humans love each other and stresses the importance of individual autonomy.

Effective SRE can make a significant contribution to the development of the personal skills needed by young people if they are to establish and maintain relationships. It also enables pupils to make responsible and informed decisions about their health and well-being:

- It is about the importance of marriage, commitment and family life, stable and loving relationships, respect, love and care.
- It is also about the teaching of sex, sexuality and sexual health.
- It is about the development of pupils' understanding of her/himself as a sexual being

- (It is) about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience.

The Guidance identifies three main elements in a balanced SRE programme: attitudes and values; personal and social skills; and knowledge and understanding.

Aims of SRE

Attitudes and values:

- To consider social and moral dilemmas
- To value and respect different types of relationships
- To teach students about the nature of marriage and the importance of stable relationships
- To foster respect and responsibility for oneself and for others
- To clarify myths and misconceptions
- To address stereotyping

Personal and social skills:

- To encourage self esteem
- To acquire knowledge and skills necessary to develop successful relationships
- To promote understanding of appropriate behaviour in public and in private
- To encourage personal responsibility and risk awareness in all forms of behaviour, especially in relationships with others
- To encourage self awareness and help pupils understand their own sexual feelings and behaviour
- To develop decision-making skills, including critical thinking, awareness of choices and how to act on decisions made
- To develop communication skills with peers, parents and other adults

Knowledge and understanding

- To provide knowledge and to develop the skills needed to make important choices in relation to sex and relationships.
- To know the physical and emotional changes associated with human development and growth
- To know what help is available and how to access it in emergencies
- To provide opportunities to ask questions and clarify ideas in a safe environment
- To provide appropriate information that is relevant to the needs, age and maturity of the pupils
- To improve awareness and understanding of the opposite sex and of sexuality
- To be able to recognise, acknowledge and deal positively with emotions

Organisation

- SRE is delivered on an annual basis (or on request by a school request if the pupil is missing a key session at their home-school). SRE is always appropriate to children's needs, age and levels of development.
- Parents/carers are informed before commencing any SRE lessons (apart from those lessons which form part of the curriculum of other subjects e.g. Biology) and will be fully aware of the topic and issues being covered with pupils.
- SRE is delivered in a non-threatening way within the context of GHES guidelines and the SRE Policy. GCC Advisory teachers' guidance has been sought in the development of the GHES SRE aspect of the Wellbeing Curriculum. **In a 1:1 situation SRE will always be delivered by a member of staff who is the same gender as the pupil. Staffing for group situations will be considered as they arise.**
- Teachers establish a safe environment when teaching SRE in which no personal information is shared and no intrusive questions are asked of students or staff.

Advice for Individual Students

SRE lessons for secondary aged pupils make them aware of how to access confidential advice and medical treatment. Students are provided with contact information for sources of help and advice.

CSE Child Sexual Exploitation

Pupils will be taught about the qualities of positive relationships and how they can keep themselves safe

Resources

Resources used by GHES for SRE will be checked and approved by the lead Science teacher, the PSCHE lead teacher at GRH and at the Outpatient team and the Head of Service to ensure that:

- students are protected from inappropriate materials
- there is no stereotyping, bias or prejudice

The use of outside visiting speakers and health professionals

- Visitors will only take part in sex education lessons with the agreement of the Head of Service.
- Visiting speakers are made fully aware of the GHES' SRE Policy.
- All visitors are subject to the GHES Child Protection Policy and Procedures.

The right of parents to withdraw their child from Sex Education

Parents currently have the right to withdraw their children from SRE except from those elements that are in the National Curriculum for other subjects. Requests should be made, in writing, to the Head of Service. Parents are not obliged to give their reasons for wishing to withdraw their child, but are encouraged to discuss the matter with a senior member of staff.

Consultation and Publication

- This policy will be published on the GHES page of the GHES website. Paper copies will be available from the GHES on request.

Links to other policies

This policy should be read in conjunction with the following policies:

- GHES Anti-Bullying policy
- GHES Child Protection Policy and Procedures

This policy will be reviewed every four years and amended in the interim if required.