

Queen's College London



Sex and Relationships Education policy

Reviewed November 2017

Next review July 2018

Background Information

This policy was developed by the Senior Leadership Team (SLT) through a variety of consultation methods involving pupils, parents/carers, staff, Council members and the College Nurse. All views were taken into account when developing this policy and the Sex and Relationships Education (SRE) programme.

Policy Statement

SRE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (Sex Education Forum 1999).

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

The 1996 Education Act consolidates all relevant previous legislation and states that all secondary schools are required to provide an SRE programme that includes, (as a minimum) information about sexually transmitted infections and HIV/AIDS. The sex education elements contained in the National Curriculum Science Orders are also mandatory. All schools must provide an up to date policy that describes the content and organisation of SRE provided outside the National Curriculum Science Order. The DfES Sex and Relationship Education Guidance (2000) supports this legislation and suggests that schools should set sex education within a broader base of self-esteem and responsibility for the consequences of one's actions.

Aims and Objectives

This policy is a working document which provides guidance and information on all aspects of SRE in the school for staff, parents/carers and the Council.

Moral and Values Framework

The SRE programme at Queen's College reflects the school ethos and demonstrates and encourages the following values:

- Respect for self
- Respect for others
- Responsibility for one's own actions
- Responsibility for one's family, friends, schools and wider community

Equal Opportunities Statement

The College is committed to the provision of SRE to all of its pupils. Our programme aims to respond to the diversity of pupils' cultures, faiths and family backgrounds. Equal time and provision is allocated for all groups, but there may be occasions where pupils with Special Educational Needs are given extra support from the Learning Support Coordinator.

Content

In Key Stage 3 (Class 3, Class 2 and Class 1), pupils learn how good relationships can promote mental well-being, how to manage their feelings positively and how to manage changing relationships. They learn the law relating to sexual behaviour, how to develop skills of assertiveness in order to resist peer pressure and stereotyping, sources of advice & support and when and where to get help. There is also a session on same sex relationships, linked to legal rights and discrimination.

In Key Stage 4 (IJ and IJ) pupils learn to recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek professional health advice. They learn how HIV and other sexually transmitted infections affect the body, how different forms of contraception work, the risk of early sexual activity and the link with the use of alcohol. Arguments around moral issues such as abortion, contraception and the age of consent are also considered.

In Key Stage 5 (IS and IIS) pupils are given opportunities to discuss and hear more about sexually transmitted diseases and HIV and about how to make an informed choice when embarking on a sexual relationship and how to best protect themselves. Through outside speakers, they should be prepared to make informed decisions as individuals and understand their choices.

The framework of the 40 minute PSHE sessions, in which the SRE is firmly rooted, was agreed with the consultation process involving pupils, parents/carers, staff, Council and the College Nurse using the Ofsted Sex and Relationship Guidance (2002) as a basis for discussion. More detailed timetables for SRE are available on request.

Materials used reflect the needs of all pupils. Age and cultural backgrounds of the pupils are considered in relation to any material used. The range of material used is available to parents/carers.

Organisation

SRE is not delivered in isolation; it is firmly embedded in all curriculum areas, including PSHE. At Queen's College, London the *main* content is delivered in PSHE lessons and is also supported in Science and Religious Studies.

SRE is normally delivered by external experts or Form Tutors in year or form groups.

Visitors from outside school are used to support the delivery of PSHE as follows:

- Visitors are invited in to College because of the particular expertise or contribution they are able to make;
- All visitors are familiar with and understand the College's SRE policy and work within it;
- All input to PSHE lessons are part of a planned programme and negotiated and agreed with staff in advance;
- All visitors are supervised/supported by a member of staff at all times;
- The input of visitors is monitored and evaluated by staff and pupils.

Queen's recognises the importance of training for staff for delivering SRE, but also recognises the sensitive nature of delivering SRE using subject teachers. Staff are encouraged to access appropriate training and support to help them deliver effective SRE.

Specific Issues within SRE

Withdrawal

Parents/Carers have the right to withdraw their daughter from all or part of the sex and relationships education provided at school, except for those parts included in statutory National Curriculum. Those parents/carers wishing to exercise this right are invited in to see the Principal, who will explore any concerns and discuss the impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed.

Materials are available to parents/carers who wish to supplement the school SRE programme or who wish to deliver SRE to their pupils at home.

Safeguarding and Child Protection

The College has a separate Safeguarding and Child Protection Policy. Effective SRE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

Disclosures

If a member of staff learns that an under 16 year old is sexually active or contemplating sexual activity the school will ensure that:

- The young person is persuaded to talk to their parent/carer
- Child Protection issues are addressed
- The young person receives adequate counselling and information
- The Principal will monitor the frequency of cases where they handle information without parental knowledge

Controversial and Sensitive Issues

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different view.

Dealing with Questions

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The College believes that individual teachers must use their skill and discretion in this area and refer to the The Designated Safeguarding Lead if they are concerned.

Sexual Identity and Sexual Orientation

Queen's College believes that SRE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly.

Dissemination

Copies of this policy are available from the College office on request from parents and this policy is available on the College website.

The Deputy Head Pastoral and the Heads of Section facilitate the gathering of policy feedback from parents, staff and pupils.