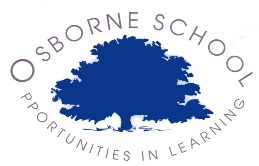
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**Osborne School**

**POLICY DOCUMENT: Sex and Relationship Education (SRE)**

**Original Policy Date: April 2013 new format from January 2017**

**Date Policy Reviewed: January 2018**

**Next Review Date: January 2019**

**Member of Staff Responsible: Sonia O’Donnell, Headteacher**

**Signed: ………………………..……………… Date: ……………….**

**Headteacher: ………………………………… Date: .………………**

**Print Name: ……………………………………**

**Governor: ……………………………………… Date: ……………….**

**Print Name: …………………………………….**

**Osborne School**

**Sex and Relationship Education Policy**

### Statement

Sex and relationship education (SRE) is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships for family life built on 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.

DfES 0116/2000

# Policy aims

The aims of this policy are to:

* + ensure that the right provision is in place so that pupils may have all the background knowledge they need to make informed decisions and responsible choices as they grow up;;
  + raise pupils’ self esteem and confidence, trying to develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media;;
  + teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and emotional abilities, backgrounds and values of those around them;;
  + encourage students to seek information or support, should they need it, both during their time at Osborne and after.

The School wants parents and pupils to feel assured that sex education will be delivered at a level appropriate to both the age and development of pupils, and safe to voice opinions and concerns relating to the sex education provision.

## Roles and responsibilities

### School staff

* + To ensure that they are up to date with the School’s policy and curriculum requirements regarding sex education. Any areas that they feel are not covered or inadequately provided for should be reported back to relevant Curriculum Co-ordinator
  + Attend and engage in relevant learning sessions relating to sex education provision.
  + Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a student comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they should take this concern to a student manager or one of the Designated Safeguarding lead (DSL).
  + Provide regular feedback to their managers on their experience of teaching SRE and student response.
* Ensure that their personal beliefs and attitudes will not prevent them from providing balanced SRE activities to pupils.
* Tailor their lessons to suit all pupils in their class, across the whole range of abilities. If teachers need support in this area they should speak to the Curriculum Director or curriculum Co-ordinator.

### Curriculum Co-ordinator

* Ensure that sex education is age-­relevant and appropriate across all year groups.
* Ensure that the knowledge and information regarding SRE, to which all pupils are entitled is provided in a comprehensive way.
* Provide support to staff members who feel uncomfortable or ill-­equipped to deal with the delivery of sex education to pupils.

### Governors

* Review the SRE policy annually to ensure that it meets the needs of all members of the School’s community.

### Pupils

* Be considerate of other people’s feelings and beliefs. Pupils who regularly fail to follow these standards of behaviour will be dealt with under the Behaviour Policy.
* Be encouraged and hopefully feel comfortable to talk to a member of staff, regarding any concerns they have relating to sex education. Staff must consult the DSL’s if there is a child protection concern or they feel ill-­equipped to deal with the issue at hand.
* Opinions on provision and comments will be reviewed by Curriculum Co-ordinators and taken into consideration when the curriculum is prepared for the following year’s pupils. In this way, the School hopes to provide pupils with the education they need on topics they want to learn about.

### Parents

* Share the responsibility of sex education and support their children’s personal, social and emotional development.
* Be encouraged to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through SRE activities.
* Be vigilant and responsive to concerns relating to inappropriate material available or viewed on-­line.
* Be encouraged to seek additional support in this from the School where they feel it is needed.

## Implementation and curriculum

There is a cross-­curricular approach to the delivery of SRE (e.g. topics in Biology, Religious Studies and PSHE). Our approach is guided by the principles of National Curriculum

It is important that we implement our SRE policy consistently. We provide teachers with resources that are specific to the age of the pupils in their classes.

Possible conflicts arising between the curriculum and religious views (such as those relating to the use of contraception) are acknowledge; sex education is delivered at every stage with sensitivity and in cooperation and inclusion with different views and religions.

### Terminology

Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles may be discussed; this will accompany a discussion about what is and isn’t acceptable language to use.

### Dealing with difficult questions

Ground rules in class are essential when discussing sensitive subject matter. Some strategies staff may use to support this might be:

* an anonymous question box; this will enable pupils to feel more comfortable to ask questions without being identified;
* making the classroom a zone of silence; this means that whatever is discussed in the classroom stays in the classroom and should not be brought up at any other time. We hope this will give pupils the sense that they are in a safe zone to speak freely about sex and relationships.

There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the Curriculum Co-ordinator.

### Withdrawal from SRE

The School aims to keep parents informed about all aspects of the SRE curriculum and urges parents to read this policy. Parents can request access to resources and information being used in class, and the School will do everything it can to ensure that parents are comfortable with the education provided to their children. It is, however, a statutory right of parents or carers to withdraw the children in their care from SRE. This excludes withdrawal from the elements on human growth and reproduction which fall under the National Curriculum science.

Any parent wishing to withdraw their child from SRE should contact the headteacher who will discuss their concerns. SRE is a vital part of the School’s curriculum and supports child development and we strongly urge parents to carefully consider their decision before withdrawing their child from this aspect of their education. However, it is acknowledged that the final decision on the issue is for the parent to take.

### Complaints

Parents or carers who have complaints or concerns regarding the SRE curriculum should contact the Headteacher and follow the School’s complaint policy.

### Equal opportunities

SRE lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in the anti-­bullying policy and the behaviour policy.

### Safeguarding and confidentiality

We provide a safe and supportive community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality is provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the child protection and safeguarding procedure will be followed.

If a staff member is approached by a pupil who is having, or is contemplating having sexual intercourse, the teacher should:

* + Ensure that the pupil is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active;
  + Encourage the pupil to talk to their parent or carer. Pupils may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that children and their parents have open and trusting relationships when it comes to sexual health and the School will encourage this as much as possible;
  + Decide whether there is a child protection issue. This may be the case if the teacher is concerned that there is coercion or abuse involved. If a member of staff is informed that a pupil under 13 is having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures.

All our Pupils have special educational needs and are more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the DSL’s to decide what is in the best interest of the child.

### Advice and treatment

Providing advice on contraception and practising safe sex is a key part of the School’s SRE provision. We also encourage parents to engage their child in open discussion about practising safe sex.

Staff who are approached by pupils with a concern about having contracted or possibly contracted a sexually transmitted disease will seek advice from the DSL’s.

### Monitoring, evaluation and review

The School will review this policy annually, evaluating its effectiveness by taking into account feedback from pupils, staff and parents, as well as what has come to light through classroom observations and information we receive from national reports and curriculum reviews.

### Support

We promote the School’s ethos as one of inclusion and acceptance throughout all areas of the curriculum and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

If any further information is required please do not hesitate in contacting the school office who will put you in touch with the relevant person.

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

Curriculum Policy

Child Protection Policy

Anti-bullying Policy

Complaints Policy

Behaviour Policy

**Appendix 1**

**Health and Social Education**

# Defining Features of the Area of Interaction

* + *How do I think and act?*
  + *How am I changing?*
  + *How can I look after myself and others?*

This area deals with physical, social and emotional health and intelligence, key aspects of development leading to complete and healthy lives. Through this area, students become better informed about health issues as they consider life options. The students’ experience in this area should develop in them a sense of responsibility for their own well-­‐being and for their physical and social environment.

Integrating health and social education throughout the curriculum and school life aims to prepare students for life by developing their ability to make choices from alternatives and to evaluate and make decisions about health hazards which they may face. Students also become aware of related social issues and their effects on communities.

The exploration of this area of interaction goes beyond the acquisition of content knowledge. Students are increasingly in a position where they make choices that require critical thinking. Teachers will therefore have to structure learning in health and social education by considering the following:

* + knowledge
  + skills
  + attitudes
  + values
  + action.

Throughout the five years of the MYP, students should be given the opportunity to examine, discuss and reflect on the medical, psychological, sociological, economic and legal aspects of health. As they move through adolescence, students should also have the opportunity of exploring and reflecting on the complex network of relationships that they form with others.

IBO 2010