

Sex and Relationship Education (SRE) Policy



LVS Ascot is a co-educational, day and boarding school with pupils of all abilities and backgrounds from four to eighteen years of age, taught within a Christian environment.

Under the Education Act 2002 /Academies Act 2010, all schools must provide a balanced and broadly based curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Rationale & Ethos

This policy covers our school's approach to SRE. The school's SRE policy has been developed by members of staff, taking into account feedback from the pupils, and has been approved by the board of trustees.

We adopt the DfE definition of SRE for the purpose of this policy...

'SRE is the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect 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 – this would be inappropriate teaching'. (DfE – 2000).

We view the partnership of home and school as vital in providing the context of SRE. We ensure SRE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND). We work to ensure SRE fosters gender equality and LGBT+ equality by being sensitive to the needs of our pupils and by knowing our pupils.

Roles & Responsibilities

Responsibility for the SRE policy in our school ultimately lies with the board of trustees. One member of this board is part of a working group that delivers and reviews the SRE policy.

The Head of LV4LIFE (HoD), who is supervised by the Deputy Head Pastoral (DHP), will lead the SRE programme. The HoD is responsible for planning, implementation, review and monitoring of the SRE programme, in consultation with Integrated Day Housemaster/mistress' and with the Boarding Housemaster/mistress', the school's lead nurse, students and tutors. Students will complete questionnaires of LV4LIFE on a termly basis and the programme will be adapted annually to meet their changing needs. Staff consultation on LV4LIFE via an approved PSHE Association questionnaire will also be sent out on a yearly basis, to help adapt the delivery of SRE in our LV4LIFE lessons.

Sex education is delivered by the LV4LIFE tutor team and specialist agencies. We also utilise our Health and Well-being centre to help enrich and tailor our programme for SRE.

The HoD for LV4LIFE will disseminate all professional development experiences and resources to all LV4LIFE staff in order to ensure they delivery an effective SRE teaching programme.

Legalisation (Statutory Regulations and Guidance)

Revised Department for Education statutory guidance states that from September 2019, all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools). The parental right to withdraw pupils from SRE remains in primary and secondary education, for aspects of sex education, which are not part of the Science curriculum.

Documents that inform the school's SRE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st Century (2014)
- Keeping Children Safe in Education – Statutory Safeguarding Guidance (2016 and 2018)
- Children and Social Work Act (2017)

Curriculum Design

Our SRE programme is an integral part of our whole school LV4LIFE (PSHE) education provision and we will cover...

Key Stage 3

- Reproduction
- Puberty
- Relationships
- Friendship and love
- Conception
- Partnerships, marriage and divorce
- Sexual behaviour
- Personal safety
- Methods of contraception
- Legislation relating to sexual behaviour
- Supporting agencies

Key Stages 4 & 5

- STIs, HIV and AIDs
- Gender issues
- Abortion
- Supporting agencies
- Rights and Responsibilities

Skills

- Assertiveness
- Communication – listening, body language, debates, expressing a point of view
- Choices and making healthy decisions

Values

- Respect of self and for others
- Understanding and acceptance of views of others
- Undertaking key values, rights and responsibilities in family life

Our teaching methods follows the same as listed within the LV4LIFE/PPE policy. High quality resources will support our provision and these will be reviewed periodically. Selected resources, such as books and film clips, will be used which support and promote the understanding within a moral/values context and underpinned by our 3D Curriculum PSHE teaching resources.

Safe & Effective Practice

We will ensure a safe learning environment by the creation and establishing of 'ground rules' before embarking on any SRE topic. Pupils' questions will be answered by designated LV4LIFE staff and will draw upon the expertise of other staff in the school or outside, if they are unable to answer a particular question. Designated members of school staff, following our safeguarding procedures, will handle sensitive issues. All staff teaching SRE will be supported by the Head of LV4LIFE and by the Deputy Head Pastoral, who will draw upon external organisations when required to delivery to specific Year groups.

Safeguarding

Teachers are aware that effective SRE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will consult with the designated safeguarding lead (Deputy Head Pastoral) and in her absence the Deputy Safeguarding leads or any other member of the School's Child Protection Team. All external visitors support the delivery of the SRE programme, will be required to follow the visitor to school protocol, which is clearly detailed at the main school reception.

Specific Issues

Confidentiality In general: Students will be made aware that teachers cannot keep all information confidential. In the event of disclosure of pregnancy, or STI, the teacher would liaise directly with the school nurse. The school nurse would refer the student to the doctor, who is responsible for deciding on contraception/pregnancy/termination strategies and would encourage the student to talk to his/her parents about the pregnancy or STI.

If the student discloses information relating to abuse, the teacher will liaise directly with the Designated Safeguarding Lead (DSL). If the student approaches the school nurse or School chaplain directly, s/he can maintain confidentiality, unless the disclosure relates to abuse, in which case Safeguarding procedure will be invoked. Specifically: Teacher/tutor confidentiality: Teachers cannot and should not promise total confidentiality. The boundaries of confidentiality will be made clear to pupils. If a pupil discloses information which is sensitive and which the pupil asks not to be passed on, the request should be honoured, unless this is impossible in order for teachers to fulfil their professional duty to:

- Safeguarding
- Co-operation with Police investigation
- Referral to external services
- Where life is in danger

Medical confidentiality

In accordance with the school Doctors and Nurse's professional obligations, medical information about students, regardless of age, will remain confidential. However, in providing medical care for a student, it is recognised that on occasion the school Doctor or Nurse may liaise with a variety of people. Information, ideally with the student's prior consent, will be passed on as appropriate. With all medical matters, the Doctor and Nurse will respect the student's confidence. Except in the very rare occasions when having failed to persuade a student or his or her authorised representative, to give consent to divulgence, the Doctor or Nurse may consider it in the student's best interests, or necessary for the protection of the wider community, to breach confidence and to pass the information on to a relevant person or body.

Contraceptive advice

General advice on contraception forms part of the SRE programme. The doctor and school nurse can give confidential advice on contraception to students.

LGBT+ and other related orientations

Homosexual issues are integrated into the SRE programme, alongside issues related to differentiation e.g. race the need for sensitivity, acceptance and integration of difference is emphasised.

Engaging Stakeholders

Parents will be informed about this policy by making it clearly available on the school's website. We will work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support when required. The board of trustees will be regularly informed of the SRE policy and curriculum through trustee meetings that are carried out on a periodic basis. Pupil voice will be used to review and tailor our SRE programme to match the different needs of our pupil cohort.

Parental withdrawal

Parents may withdraw their son or daughter from all or part of the SRE programme that does not form part of the statutory school curriculum. Students may not be withdrawn from Sex and Relationship Education, which forms part of school curriculum.

Parents

The SRE policy and programme is available to parents on request.

Language

When discussing the matters in this policy, the language used should not embarrass anyone.

Monitoring, Reporting & Evaluation

Teachers will critically reflect on their work in delivering SRE through lesson observation feedback from the Head of LV4LIFE. Pupils will also have opportunities to review and reflect on their learning during lessons and by carrying out end of topic evaluations. Pupil voice through the School's Pastoral Committee will be influential in adapting and amending planned learning activities to follow.

SRE Policy Review Date

As part of effective SRE provision, the SRE policy should be reviewed at least every 18 months/2 years to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.

Last reviewed: 10.10.2018

Reviewed by: Karen Olliver

Review no later than: 10.10.2019