



# STATIONERS' CROWN WOODS ACADEMY

A member of the Leigh Academies Trust

Executive Principal: Mr David Millar

Date of Policy: Staff responsible:

## **Stationers' Crown Woods Academy SEX AND RELATIONSHIPS EDUCATION POLICY**

Updated: June 2016 Review: June 2017

SRS Adviser

Child Protection Officer Heads of School

Lead governor for SRE March 2016

At SCWA our motto, success, but to the overall success and wellbeing of our students. This includes having the confidence, skills and knowledge to be able to make safe and responsible choices about their health and relationships, both now and in the future.

### **Aims**

The overall aims of the SRE programme are:

- To promote the value of stable and loving relationships, including (but not restricted to) marriage and the responsibilities of parenthood
- To develop skills necessary to support positive and healthy relationships including communication, empathy, conflict management, risk assessment, resilience and assertiveness
- To promote equality of rights and responsibilities within relationships and raise awareness of issues such as domestic violence, pressure and the law relating to sexual offences
- To provide accurate information regarding contraception and sexually transmitted infections (STIs) including HIV and AIDS and to challenge myths and misunderstandings
- To develop sttackling issues relating to body image and the influence of the media
- To facilitate students in exploring and questioning their own sexuality and to challenge any prejudice or discrimination including homophobia and sexism
- To signpost sources of help and advice including the school nurse, Greenwich Sexual

Health Clinics and other related services

### **Framework and Guidance**

The Education Act 1996, as amended by the Learning and Skills Act 2000, requires all maintained schools to provide a sex education programme that includes the teaching of HIV/AIDS and other STIs, in addition to the biological aspects relating to puberty and reproduction required under the National Curriculum for Science. Headteachers and governors must agree to a written statement 3 years.

The National Curriculum for PSHE is non-statutory but the latest guidance states that effective (DfEE, *Sex and Relationship Guidance*, 2000).

A report from OFSTED continuity and progression by linking inputs in PSHE with those made in science, RE and other (*Sex and Relationships*, HMI 443)

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## **SCWA Provision**

### Organisation

Stationers' Crown Woods Academy takes a whole school approach to SRE. Sex and Relationships education is primarily delivered through the Wellbeing programme delivered by tutors (Appendix 1). This is supported by specialist supplementary sessions such as drop-down days, visits from external agencies and drama productions, and draws links with the science curriculum (Appendix 2) and RE syllabus (marriage and family life).

### Small school flexibility

In accordance with the small school model, schools have the flexibility to adapt this programme in line with the needs of their students and taking account of curriculum and staff requirements. For example, an alternative mode of delivery may include training a core group of tutors to deliver SRE on rotation or alternatively reserving more sensitive topics to be delivered by specialists on a drop-down day. It must be noted, however, that research suggests that planned, progressive PSHE programmes are more effective than occasional drop-down days (*Review of Sex and Relationship Education (SRE) in Schools: A report by the External Steering Group*, 2008)

### Staff responsible

Small schools maintain responsibility for ensuring compliance with statutory requirements for SRE and ensuring that tutors receive the training necessary to deliver effective SRE including awareness of the relevant policies. This will be monitored by the Advisers for SRS and Science.

### External Agencies

SCWA is entitled to a school nurse provision two days per week. The nurse currently provides a drop-in service on Tuesday and Thursday lunchtimes. This provision includes one to one advice, signposting relevant services and, for students in year 9 and above, may include the distribution of condoms, pregnancy tests and Chlamydia tests. In all cases the nurse will follow the Frazer guidelines and is bound by confidentiality.

## **Inclusion**

### Religious, ethnic and cultural diversity

SCWA recognises that different religious, ethnic and cultural groups may have different views on SRE. Every attempt has been made to ensure that the provision is sensitive and respectful to all views, while promoting tolerance and understanding.

### Varying home backgrounds

It is important to remember that our students come from a wide range of backgrounds and therefore when promoting the value of stable and loving families, it

is important to ensure that there is no stigmatisation of children based on their home or personal circumstances.

### Sexuality

SRE should meet the needs of all students regardless of their sexual orientation. Some of our students will define themselves as lesbian, gay, bisexual or transgender (LGBT) or may have parents or carers that define themselves as such. It is important that all forms of discrimination including homophobic bullying are challenged and dealt with effectively. All lessons focusing on relationships should use non-gendered language (other than those referring to conception) and should acknowledge that relationships can be between couples of the same sex.

### *SCWA SRE Policy amended 2013*

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### **Specific issues**

#### Child Protection and Confidentiality

All new and existing staff are required to read and sign the child protection policy yearly. Schools should remind staff of this policy when commencing an SRE unit as inevitably, due to the sensitive nature of topics, disclosures can arise. In the event of a disclosure coming within the remit of child protection (child abuse, sexual assault etc), the child protection policy should be followed (including informing the designated child protection officer) and students must be made aware that staff cannot keep the information confidential.

Distancing techniques, such as the use of hypothetical situations, should be used within lessons to avoid students disclosing personal information about sexual behaviour. Disclosures of a nature that do not come within the remit of child protection i.e. no suggestion of pressure, abuse etc, will be treated as confidential, although the member of staff should use their professional judgement and if in any doubt should inform the Head of School.

#### Advice to students

It is likely that sensitive questions will arise during sessions. Members of staff should use their professional judgement to decide if the question is age appropriate to answer in front of the whole class or whether the question should be answered individually. In general, the policy should be that if a question has been asked, it is better to give the student correct information (or signpost) than to allow misconceptions and myths to develop. Advice should remain factual and should not encourage any sexual behaviour, though may acknowledge that sexual behaviour is taking place (see confidentiality above). Staff should encourage students to speak to their parents or carers, though the refusal to do so should not be a barrier to the discussion. For individual advice regarding contraception or STIs, students should be referred to the school nurse. Under no circumstances should a member of school staff distribute contraception.

#### Advice to parents

Parents/carers have the right to withdraw their children from all aspects of SRE that do not come within the Science national curriculum. Often requests for withdrawal are based on fears or misconceptions about the nature of SRE so parents should be encouraged to discuss their concerns with the Head of School and the SRS Adviser prior to exercising this right. Should this right be exercised, the school should provide

an alternative provision and should signpost the parent/carer to where they can find relevant information.

### Dissemination and Review

All staff members and governors should be signposted to a copy of the SRE policy and all staff involved in the delivery of SRE should be reminded of the contents of this policy as part of their training prior to delivery. The SRE policy will be available to parents on the school website.

The SRS Adviser will be responsible for reviewing the SRE policy at least every 2 to 3 years. Review should take place earlier in the event of significant changes to the mode of delivery or significant statutory changes.

### SCWA SRE Policy amended 2013

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### Appendix 1 Wellbeing provision

Wellbeing Programme 2012-2013: Key Stage 3

### Appendices

### SCWA SRE Policy amended 2013

	Year 7	Year 7	Year 8	Year 9
Unit	Family & Relationships	My Body 1	My Body 2	My Body 4: SRE
	Family, Friendship, Diversity, Bullying, conflict resolution	Puberty, body changes, cleanliness, risk, drugs, alcohol	Relationships, affection, Conception, Contraception, Drugs, Risk, Alcohol, First Aid	Relationships, Family, Contraception, STIs, Pressure, Family planning & marriage, Same-sex relationships
	Personal Wellbeing: 1.1, 1.4, 1.5, 2.1, 2.3 3a, 3i, 3j, 3l, 3m	Personal Wellbeing 1.2, 2.2, 2.3 3c, 3d, 3e	Personal Wellbeing 1.2, 1.3, 1.4, 2.2, 2.3, 3c, 3d, 3e, 3g, 3h, 3j,	Personal Wellbeing 1.2, 1.3, 2.1, 2.2, 2.3, 3d, 3g, 3i, 3j, 3k, 3l

SRE Unit: Key Stage 4 (Currently being piloted in Sherwood school)

SRE Unit: Learning Outcomes
<ul style="list-style-type: none"> <li>Become familiar with term SRE</li> <li>Assess prior knowledge &amp; identify areas for development</li> </ul>
<ul style="list-style-type: none"> <li>Challenge misconceptions about the ages that people lose virginity</li> <li>Consider reasons why people have sex/abstain and evaluate whether good or bad reasons</li> </ul>
<ul style="list-style-type: none"> <li>Analyse what makes up healthy and unhealthy relationships</li> </ul>

<ul style="list-style-type: none"> <li>• Advise on best way of dealing with elements of unhealthy relationships</li> </ul>
<ul style="list-style-type: none"> <li>• Analyse causes and sources of pressure around sexual behaviour</li> <li>• Prepare responses to different pressure statements</li> </ul>
Gain knowledge and understanding of law relating to sexual consent
<ul style="list-style-type: none"> <li>• Apply knowledge and understanding of law relating to sexual consent to realistic scenarios</li> <li>• Know where to seek help</li> </ul>
Build on prior knowledge of STIs
<ul style="list-style-type: none"> <li>• Build on prior knowledge of contraception</li> <li>• Apply knowledge to different scenarios</li> <li>• Know where to go for further help and advice</li> </ul>
<ul style="list-style-type: none"> <li>• Gain knowledge and understanding of emergency contraception</li> <li>• Know where to go for further help and advice</li> </ul>

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Statutory Key Content curriculum  
content

## **Appendix 2 Science provision** *Key Stage 3: Programme of Study*

- The human reproductive cycle including adolescence, fertilisation and foetal development
- Conception, growth, development, behaviour and health. How can be affected by diet,

drugs and disease

*At Key Stage 3, we explore:*

- Recall the scientific names for reproductive organs and relate organs to their function (s).
- Consider the process of puberty as one step in the human life cycle.
- Sequence events in the journey of a sperm to fertilise an egg and identifying where each

event takes place.

- Consider the processes of conception, pregnancy, and birth as steps in the human life

cycle.

*Key Stage 4: Programme of Study:*

- Variation within species can lead to evolutionary changes and similarities and differences between species can be measured and classified

- The ways in which organisms function are related to the genes in their cells
- Chemical and electrical signals enable body systems to respond to internal and external

changes, in order to maintain the body in an optimal state

- Human health is affected by a range of environmental and inherited factors, by the use and

misuse of drugs and by medical treatments.

*At Key Stage 4, we explore:*

Understand that some characteristics are determined by genes (eg dimples), some are determined by environmental factors (eg scars), and some are determined by a combination of genes and the environment (eg weight).

*SCWA SRE Policy amended June 2016*