

# West Midlands UTC

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## Sex & Relationship Education (SRE) Policy

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Comments	This is a statutory policy detailing the UTC's approach to sex and relationship education.		
Monitoring, Evaluation, Consultation & Review	<p>The Principal and Governing Body will review this policy at least every two years and assess its implementation and effectiveness in consultation with key stakeholders.</p> <p>The person responsible for PSHCE will monitor the delivery of the program and consult with parents, students and staff to support the review of this policy and the review of the SRE program</p> <p>The Line Manager of the person responsible for PSHCE will conduct the review process, including review of the consultation.</p>		

### Contents

- 1 Purpose
- 2 Content
- 3 Delivery
- 4 Parents & Confidentiality
- 5 Local & National Guidance
- 6 Monitoring, Evaluation & Review

## **1. Purpose**

- 1.1. This policy is based on Department for Education guidance and adopts the DFE definition of sex and relationship education (SRE) which describes it as:  

‘It is 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, 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 – this would be inappropriate teaching.’<sup>1</sup>
- 1.2. The programme will be taught objectively and does not intend to promote any form of sexual orientation, activity or relationship. It should provide students with accurate and unbiased information based on factual information and the promotion of equal opportunities.
- 1.3. The programme will be delivered within a clear morals and values framework based on the following principles:
  - 1.3.1. The value of stable and loving relationships.
  - 1.3.2. Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.
  - 1.3.3. The development of relationships, including sexual relationships, based on mutual consent, rather than coercion.
  - 1.3.4. The right not to be abused by other people or be taken advantage of.
  - 1.3.5. The right of people to follow their own sexuality, within legal parameters.
- 1.4. The SRE programme is an opportunity for students to:
  - 1.4.1. Develop an understanding of sex, sexuality, and relationships
  - 1.4.2. Develop a range of appropriate personal skills
- 1.5. These aims will be achieved by meeting the following outcomes:
  - 1.5.1. Develop an understanding of a range of values and moral issues including the importance of family life
  - 1.5.2. Develop an understanding of the biological facts related to human growth and development, including reproduction
  - 1.5.3. Develop an understanding of the importance of healthy relationships

## **2. Content**

- 2.1. The SRE education programme will be developed in conjunction with the views of teachers, students and parents by a named member of staff with

responsibility for Personal, Social, Health and Citizenship Education (PSHCE), in accordance with DfE recommendations.

2.2. The named member of staff responsible for PSHCE will consult annually with teachers, students and parents on the content, materials and methods of delivery used within the SRE programme.

2.3. The majority of the programme will be delivered through the PSHCE framework. Some limited factual aspects will be taught via the science curriculum.

2.4. In accordance with DfE guidance, there are three main elements within SRE

#### 2.4.1. Attitudes and Values

- Learning the importance of values and individual conscience and moral considerations;
- Learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- Learning the value of respect, love and care;
- Exploring, considering and understanding moral dilemmas; and  developing critical thinking as part of decision-making.

#### 2.4.2. Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively;
- Developing self-respect and empathy for others;
- Learning to make choices based on an understanding of difference and with an absence of prejudice;
- Developing an appreciation of the consequences of choices made;
- Managing conflict; and
- Learning how to recognise and avoid exploitation and abuse.

#### 2.4.3. Knowledge and understanding

- Learning and understanding physical development at appropriate stages;
- Understanding human sexuality, reproduction, sexual health, emotions and relationships;
- Learning about contraception and the range of local and national sexual health advice, contraception and support services;
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and
- The avoidance of unplanned pregnancy.

2.5. Certain elements of the SRE programme relate to the Science curriculum and will be delivered by suitably trained science teachers (even where students are not following a Biology curriculum).

2.5.1. The factual elements of the following aspects will be delivered within the Science curriculum (or by trained Science teachers outside of normal science lessons where students do not study Biology):

2.5.1.1. Puberty

2.5.1.2. Menstruation

2.5.1.3. Contraception

2.5.1.4. Sexually Transmitted Infections including HIV/AIDS

2.6. The SRE programme (supported by the Science curriculum) will consider the social, moral, spiritual, cultural and health aspects of the following elements:

2.6.1. Puberty

2.6.2. Menstruation

2.6.3. Contraception

2.6.4. Abortion

2.6.5. Safer Sex and HIV/AIDS and sexually transmitted infections (STIs)

2.6.6. Relationships

2.6.7. Sexual equality

### **3. Delivery**

3.1. Other than elements delivered as part of the Science curriculum, the programme will be delivered by a variety of trained professional's dependant on topic and content:

3.1.1. Named member of staff responsible for PSHCE (who shall undertake specific professional training in order to fulfil this role)

3.1.2. Named PSHCE teachers and support staff (who shall undertake specific professional training in order to fulfil this role)

3.1.3. Teachers trained in-house by the named member of staff responsible for PSHCE or other suitably qualified personnel

3.1.4. External professionals with suitable experience, training and qualifications

3.2. Staff will not be expected to deliver the SRE programme unless they have been specifically employed to do so or have agreed to undertake suitable training in preparation for specific elements of the programme (Science teachers will be limited to the factual delivery that falls within the Science curriculum)

- 3.3. Teaching and Learning Methodology should be varied and develop students' independent thought and consideration of the subject matter. This should be in accordance with the Teaching and Learning Policy.
- 3.4. A varied programme involving outside speakers, trips and visits, projects, collapsed curriculum days, student led activities and peer guidance is intended.

#### **4. Parents & Confidentiality**

- 4.1. Parents will be consulted on the SRE programme annually
- 4.2. Parents retain the legal right to withdraw their child from the SRE programme (with the exception of those elements that fall within the National Curriculum) but are expected to discuss this with the UTC in advance of SRE sessions so that the UTC can prepare alternative provision
- 4.3. Parents will be made aware of the schedule of delivery of the PSHCE programme so that they might support delivery and exercise their right to withdraw their child from the programme
- 4.4. Parents who choose to withdraw their child from SRE education will be provided with a standard pack of materials to support their own delivery of SRE education should they so choose.
- 4.5. Alternative independent learning experiences will be provided for students withdrawn from elements of the SRE programme
- 4.6. The UTC intends that the SRE programme is delivered to support Parents in guiding their children through the physical, emotional and moral development of adolescence
- 4.7. The UTC considers parental involvement in such development as critical for the wellbeing of students; the SRE programme is intended to supplement the Parental role in such development
- 4.8. The UTC will offer support and advice to Parents where it is qualified and able to do so (and/or direct Parents to suitable outside agencies)
- 4.9. Staff cannot promise absolute confidentiality. This must be made clear to both parents and students.
- 4.10. Staff can make judgements about information shared to consider whether or not confidentiality can be maintained in a given circumstance. This judgement will be based on the UTC's Child Protection Policy and legal obligations of the member of staff and the UTC. Staff will consider the seriousness of the situation; the degree of harm that the student may be at risk of; the student's age and maturity; and the student's competence to make their own decisions.
- 4.11. Staff should consult with the UTC's Child Protection Officer if they have any doubt as to whether further confidentiality can be maintained.

- 4.12. Staff will maintain a written record of any disclosures that students make in accordance with the UTC's safeguarding policies and procedures.
- 4.13. Where it is clear that a student would benefit from the involvement of a third party, staff should seek the consent of the student to do so.
- 4.14. Unless clearly inappropriate, students will always be encouraged to talk to their parent/carer.

## **5. Local and National Guidance**

- 5.1. This policy has been created in consultation with the following specific guidance:
  - 5.1.1. Sex and Relationship Education Guidance (DFE 0116/2000)
  - 5.1.2. Drafting your SRE policy: guidance from the PSHE Association
  - 5.1.3. Sex and relationships education in schools - 30 Apr 2006 Ofsted. Ref: 433
- 5.2. As further local and national guidance becomes available the Principal will review such guidance (or arrange for a suitable person to review such guidance) and inform the governing body, who will then determine whether this policy will need updating prior to the published review date.

## **6. Monitoring, Evaluation & Review**

- 6.1. Monitoring, Evaluation & Review will be conducted as part of the whole UTC Monitoring, Evaluation & Review programme.
- 6.2. The named person responsible for PSHCE will monitor the quality of teaching and learning, the adherence to the policy and outcomes of students in relation the SRE program (liaising with the Leader of Science to conduct relevant activities within the Science curriculum).
- 6.3. The Line Manager of the above person will conduct the formal review of the programme on an annual basis and evaluate the effectiveness of the program.
- 6.4. The Curriculum Committee will consider the monitoring data, review and evaluation feedback and results of consultation activities annually.
- 6.5. The SRE policy will be reviewed biannually following the above consideration in 6.4.

## **7. Links to other Policies**

- 7.1. This policy must comply with safeguarding legislation and the UTC's child Protection policy that will supersede this.
  - 7.2. This policy will comply with and support the UTC's Anti-Bullying Policy
  - 7.3. The SRE program will comply with and support the UTC's Curriculum Policy
  - 7.4. This policy will be applied to support the Vision and Values of the UTC
- Appendix**

In addition to National Curriculum Elements for Science, content of the SRE program will consider age relevant elements from the following:

Extract from Sex and Relationship Education Guidance (DFE 0116/2000)

In secondary schools

**3.4 At** Key Stages 3 and 4, Citizenship is delivered under a statutory order and PSHE is non-statutory. Despite these differences, some aspects of the four broad themes of Key Stages 1 and 2 and the requirements of Key Stages 3 and 4 of National Curriculum Science (set out in the box below) can still be related to each other and delivered through them. Sex and relationship education delivered through these four broad themes within the context of the National Healthy School Standard will ensure effective and appropriate provision.

**3.5 At** secondary school level, sex and relationship education should prepare young people for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- be aware of their sexuality and understand human sexuality;
- understand the arguments for delaying sexual activity;
- understand the reasons for having protected sex;
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships;
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationships they want;
- communicate effectively;
- have sufficient information and skills to protect themselves and, where they have one, their partner from unintended/unwanted conceptions, and sexually transmitted infections including HIV;
- avoid being exploited or exploiting others;
- avoid being pressured into unwanted or unprotected sex;
- access confidential sexual health advice, support and if necessary treatment; and

- know how the law applies to sexual relationships.