



SEX AND RELATIONSHIP EDUCATION (SRE) POLICY SECONDARY

POLICY FOLDER: OPTIONS AUTISM & LD – HILLINGDON MANOR SCHOOL

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1.0 INTRODUCTION

Hillingdon Manor School considers that Relationships and Sex Education (RSE) is an integral part of the Personal, Social and Health Education (PSHE) and Citizenship curriculum, and is linked to that for Science.

We aim to offer pupils a carefully planned and differentiated programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity.

This policy reflects the requirements of Relationships and Sex Education Guidance.

This policy applies to governors, teaching and support staff, teachers, parents/carers and visitors to the school.

2.0 AIMS

Hillingdon Manor's RSE policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN) to learn and access an appropriate RSE curriculum.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN and education in RSE
- Reflect the changes by The Department of Education which states introduces compulsory Relationships and Sex Education (RSE) for secondary pupils from September 2020.



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- In addition, from September 2020 it will be compulsory for all schools to teach Health Education.

3.0 OBJECTIVES

The following RSE objectives compliment the aims of the curriculum in KS3, KS4 and KS5.

- To have the confidence and self-esteem to value themselves and others
- To understand about the range of relationships, including the importance of family for the care and support of children
- To discuss, celebrate and ensure the visibility of all family groups and relationships within the UK
- To develop confidence in talking, listening and thinking about feelings and relationships
- To be able to name parts of the body and describe how their bodies work
- To be both be prepared for puberty (younger pupils) and deal with physical and emotional changes of puberty (older pupils)
- To understand the consequences of their actions and behave responsibly within relationships
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support
- To understand public and private space when exploring sexual feelings and/or actions
- To understand their right to say 'no'
- To explore what makes a good/bad relationship
- To understand concept of consent
- To understand the role the media plays in forming attitudes
- To understand how safe routines can reduce the spread of viruses

4.0 RESPONSIBILITIES

There is a named member of staff for overall responsibility for RSE: Rebecca West

There is a named governor with designated responsibility for RSE: TBC

Governors

- To ensure the legal framework is followed
- To consult with parents on the determination of the school's relationship and education policy
- To implement the relationship and sex education policy through the Head Teacher
- To carry out an annual review of the policy
- To make, and keep up to date, a separate written statement of the school's policy with regard to Relationships and Sex Education
- To make copies of this statement available for inspection by parents of pupils registered at the school and provide a copy free of charge to any parent who requests one
- To include a summary of the content and organisation of relationships and sex education in the School Prospectus



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Head Teacher

- To implement the Relationship and Sex Education Policy
- To ensure the policy is followed
- To liaise with the Governors on the teaching in school
- To liaise with parents
- To ensure the policy is reviewed annually
- To disseminate information to staff
- To respond to individual problems experienced by children, enlisting external agency support if appropriate

Class Teacher

- To prepare long and short-term plans to include Relationship and Sex Education in the Curriculum
- To ensure the correct resources are available
- To respond to the individual needs of children

School/Health Service Specialists

- To give support throughout the school, when appropriate

Faculty Leads

- To assist in the development of the school's policy concerning the welfare and educational needs of all children in the school
- To provide appropriate training to all teachers and individuals providing Relationship and Sex Education to students

All teaching staff (class teachers) will teach sex and relationship education as part of the Science and the PSHE Curriculum.

The role of the school and other professionals

The school liaises with external agencies regarding the school RSE policy, and ensures that adults who work with children and young people on these issues are aware of the policy and that they work within this framework.

We encourage other professionals to work with us to provide advice and support to pupils with regards to their health education. In particular, members of the Local health Authority, such as the School Nurse Service and other health professionals. All outside professionals are expected to work within our school policy and on the instructions of the headteacher or relevant member of the Senior Leadership Team.

Adapt resources to the individual needs of children

5.0 CURRICULUM

Our school aims to create an atmosphere in which children are able to develop and learn confidently. We promote safe and healthy lifestyles. RSE is part of a carefully planned element of PSHE and Citizenship Education. Effective RSE needs to be taught in an atmosphere of trust, responsibility and respect where sensitive issues can be discussed without embarrassment or threat.

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Our curriculum is built upon a spiral curriculum, which means that children will revisit many of the outcomes in more detail as the years go by. It allows the children to access the lessons we feel are appropriate for them at a particular age. At the secondary school, PSHE is taught from the curriculum developed by the PSHE Association which allows overall coverage of the topics within PSHE. Care is taken to present information impartially, in a factual way, with the aim of reassuring pupils and addressing misconceptions in a sensitive and respectful manner. Active approaches, group work, discussion and project work are used as these encourage learning and are enjoyable for pupils. Lessons have specific learning outcomes. When planning lessons, teachers should consider appropriate grouping in respect of pupil experience and need. Pupils are usually taught in mixed-gender classes.

It is essential that lessons are sensitive to a range of views but we must ensure that pupils always have access to the learning they need to stay safe, healthy and understand their rights as individuals.

As part of preparing the children for the world in which they live, we are willing to answer honestly and carefully any questions as they arise. This includes clear, impartial scientific information as well as covering the law. Some questions naturally arise in discussion with the class teacher, e.g. when a new baby is expected within a family, when parents get remarried, when there is a new adult in the family, when a baby is born and when children have new brothers and sisters, in all discussions, correct terminology is encouraged when dealing with, or describing any aspect of RSE.

Care is taken to present information impartially, with the aim of reassuring pupils and countering ignorance, in such a way that both sexes have access to knowledge about themselves and the opposite sex. We aim to ensure that information is appropriate to the age of the pupils, with due regard to any religious or cultural factors expressed by the parents.

RSE will be taught in specific lessons and also in a cross-curricular way, encompassing all the elements within Personal, Social and Health Economic (PSHE) Education topics, as well as expanding on human relationships. Active approaches, group work, discussion and project work are used as these encourage learning and are enjoyable for pupils. Lessons have specific learning outcomes. When planning lessons, teachers should consider appropriate grouping in respect of pupil experience and need. Pupils are usually taught in mixed-gender classes.

Teachers conduct sex education lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The school Safeguarding Officers will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection). Pupils are made aware of this when ground rules are set at the start of the SRE lessons.

The RSE curriculum in KS3, KS4 and KS5 will be designed:

- To reassure children of their value and self-worth, including aspects of dignity and self-respect
- To nurture a responsible attitude towards personal relationships, such as aspects of mutual respect and care, and to develop sensitivity towards the needs of others.



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- To foster the ability to manage relationships in a responsible and healthy manner
- To promote the value of loving relationships and of family life
- To recognise that marriage is an important, but not exclusive, context for family life
- To provide knowledge of human reproductive processes at a level suitable to the children's level of maturity and understanding
- To inform children on matters of personal hygiene and related health issues
- To encourage exploration of values and moral issues, considering the physical and moral risks associated with certain behaviour
- To enable pupils to understand the influence of the media and peer groups and remain independent decision makers.
- To enable pupils to know what is and what is not legal in matters relating to sexual activity.
- To inform pupils where they can access further information and advice.
- To educate against discrimination and prejudice
- To educate on British Values and the need for respect, tolerance and understanding when discussing topics of a sensitive matter.

The content needs to include:-

- knowledge
- discussion of morals and values
- practising skills

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances. Families include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers and blended families amongst other structure along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Sex and relationship education is delivered within the Science Curriculum and the three broad themes within PSHE including:-

1. Developing confidence and responsibility and making the most of their abilities
2. Developing a healthy, safer lifestyle
3. Developing good relationships and respecting differences between people

Within the Science Curriculum, the children should be taught about:-

Key Stage 3

- fertilisation in humans... the fusion of a male and a female cell
- the physical and emotional changes that take place during adolescence
- the human reproductive system including the menstrual cycle and fertilisation
- how the foetus develops in the uterus
- how the growth and reproduction of bacteria and the replication of viruses can affect health

Key Stage 4

- about the way in which hormonal control occurs, including the effects of sex hormones
- some medical uses of hormones, including the control and promotion of fertility



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- the defence mechanisms of the body
- how sex is determined in humans

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 own and others 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;
- 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; understanding FGM
- avoid being pressured into unwanted or unprotected sex;
- access confidential sexual health advice, support and if necessary treat understand concept of consent
- understand the concept of 'public' and 'private' where it relates to sexual activity
- Know how the law applies to sexual relationships.

Resources and Assessment

Through Lesson and Resource Assessment sheets the resources used are annually reviewed to ensure that they are age, gender and culturally appropriate, and that special needs of pupils are accommodated.

The PSHE Education Coordinator in consultation with teachers and Governors chooses all resources. Advice is taken from appropriate sources. Parents' comments are taken into consideration.

Pupil's work in PSHE is assessed in line with the PSHE policy and school assessment policy. Achievement in PSHE is reported on in the full annual report to parents.

There is provision for those who miss SRE lessons to receive this information in a pack which can be delivered individually or at home.

In support of the Equal Opportunities Policy, all pupils at Hillingdon Manor School, regardless of age, ability, gender or race, have the same opportunity to benefit from the relationships and sex education resources and teaching methods.



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Topics are reviewed each term through long-term plans. Staff and Governors review the Relationships and Sex Education Policy annually. The PSHE coordinator monitors SRE through the cycle of lesson observations and book reviews.

SRE needs to be taught in an atmosphere where questions can be asked and answered without embarrassment and trust and confidentiality are ensured.

Dealing with Sensitive Issues

Governors and teachers agree that teachers should answer all children's questions relating to sex and relationship education in an open and factual way, taking into consideration the family background, culture, religious beliefs, and pupil's differing experiences. The Governors expect teachers to use their professional judgement and discretion when faced with, or answering, questions which they deem to be of a sensitive nature.

Establish clear ground rules with pupils:

- No one will answer a personal question
- No one will be forced to take part in a discussion
- Only the correct names for body parts will be used
- Meanings of words will be described in a sensible and factual way

Use a distancing technique

- Always depersonalise information
- Use case studies with inventive characters or use appropriate videos

Dealing with questions

Use a question box so the teacher has time to prepare answers and seek support from other members of staff and the SRE coordinator

6.0 STAFF TRAINING

Staff receive training on RSE in Key Stage group meetings and through peer observation, shadowing and team teaching. They will also receive specific, appropriate training to ensure confident and sensitive delivery of the topics. Observations of these lessons are undertaken by senior staff.

Visiting Health Professionals are involved in the implementation of the Relationships and Sex Education policy only after detailed consultation concerning lesson content and method of teaching. The class teacher remains in the lesson throughout. The visitor is made aware of school policies relevant to their visit.

Hillingdon Manor School seeks to work in partnership with parents through consultation and support. Parents are vital in teaching children about relationships and sex, maintaining the culture and ethos of the family, helping children to cope with the emotional and physical aspects of changes to their bodies and personalities.



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The school is to provide support to parents in helping children learn the accepted names of the body, talking with the children about their feelings and relationships, and answering questions about growing up, having babies and relationships.

7.0 PARENTAL SUPPORT AND CONSULTATION

Parents are to be consulted after the review of the assessed lessons has taken place. The policy is available in school for all parents to inspect and details of the policy are published in the School Prospectus, so that parents of potential pupils are fully aware of the school's policy in this matter.

Parents will be asked for their contributions during the consultation period. This will be done in consultation where parents will be able to ask questions and also voice concerns. In the event that a concern cannot be resolved by the headteacher or the staff team through the consultation the governors can be contacted.

Parents of children in KS3, KS4 and KS5 can request the RSE policy, the taught programme, resources used and discuss any issues which may arise.

Lessons should be differentiated to take account of the SEN of the pupils. However, in line with research about Relationships and Sex education we teach students topics based on their physical age appropriate to the body they have to ensure they are safe in potentially vulnerable situations.

Parents have the right to withdraw their children from all or part of the sex education at Hillingdon Manor School.

Parents should be aware that children cannot be withdrawn from those parts included in the statutory National Curriculum Science lessons or any part of Relationships Education as this forms part of the statutory National Curriculum since September 2020.

Requests to withdraw your child should be made in writing and addressed to the headteacher.

In the event of a child being withdrawn from a lesson, alternative arrangements will be made ie. that child is provided with appropriate, challenging work until the sex education lesson is over.

Parents will be offered support to avoid this or alternatively given guidance to assist parents to teach their own children.

The policy is available to all parents and guardians though the relevant page on the school website (translations of this are available via this website.) A copy is sent to those parents and guardians who request one.

The policy is made available to all staff via the school database.

This Policy has drawn on:

- DfES Relationship and Sex Education Guidance (Circular 0116/2000)
[Sex and Relationships Education Guidance DfE 2000 | www.pshe-association.org.uk](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/274422/Sex_and_Relationships_Education_Guidance_DfE_2000.pdf)
- DfE Relationships Education, Relationships and Sex Education (RSE) and Health

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Education Draft Guidance (July 2018)

[Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/relationships-and-sex-education-rse-and-health-education)

- DfES National Healthy Schools Standards Guidance 1999
- QCA The National Curriculum Handbook 2014 for Secondary Teachers in England
- OfSTED Sex and relationships HMI 433

Useful Resources

PSHE Association RSE Policy Guidance

[Writing your RSE policy: guidance from the PSHE Association \(pshe-association.org.uk\)](https://www.pshe-association.org.uk/writing-your-rse-policy) (members only)

The Sex Education Forum RSE Policy Guidance

[SRE policy guidance | sexeducationforum.org.uk](https://www.sexeducationforum.org.uk/sre-policy-guidance)

The Sex Education Forum have also provided a free resource to assist you in consulting pupils, parents and staff to inform you about what changes need to be made to your RSE policy and practice. 'Activities for consulting about your school sex and relationship policy.'

[Consultation activities - SRE policy - Sept 2014.pdf \(sexeducationforum.org.uk\)](https://www.sexeducationforum.org.uk/consultation-activities-sre-policy-sept-2014.pdf)

8.0 FREQUENCY ASKED QUESTIONS

Q: Is Relationship Education and Sex Education compulsory in schools?

The Department for Education is introducing compulsory relationships education and RSE from September 2020

Q: Will my child's school have to consult with me before teaching these subjects?

A: Schools will be required to consult with parents when developing and reviewing their policies for Relationships Education and RSE, which will inform schools' decisions on when and how certain content is covered. Effective consultation gives the space and time for parents to input, ask questions, share concerns and for the school to decide the way forward. Schools will listen to parent's views, and then make a reasonable decision as to how they wish to proceed. What is taught, and how, is ultimately a decision for the school and consultation does not provide a parental veto on curriculum content.

A school's policies for these subjects must be published online, and must be available to any individual free of charge. Schools should also ensure that, when they consult parents, they provide examples of the resources they plan to use, for example the books they will use in lessons.

Q: Does the new Relationships Education and Sex Education curriculum take account of my faith?

A: The subjects are designed to help children from all backgrounds to build positive and safe relationships, and to thrive in modern Britain.

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In all schools, when teaching these subjects, the religious background of pupils must be taken into account when planning teaching, so that topics are appropriately handled. Schools with a religious character can build on the core content by reflecting on their beliefs when teaching.

Q: Do I have a right to withdraw my child from Relationships and Sex Education?

A: Parents will have a right to withdraw their child from sex education delivered as part of RSE in secondary schools which, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school should make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.

There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

Q: Has the government listened to the views of my community in introducing these subjects?

A: A thorough engagement process, involving a public call for evidence and discussions with over 90 organisations, as well as the public consultation on the draft regulations and guidance, has informed the key decisions on these subjects. The consultation received over 11,000 responses from teachers, schools, expert organisations, young people and parents – these responses have helped finalise the statutory guidance as well as the regulations that have been laid in Parliament.

Q: Will these subjects promote LGBTQIA+ relationships?

A: No, these subjects don't 'promote' anything, they educate.

Pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships. RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law.

Pupils should receive teaching on LGBT relationships during their school years - we expect secondary schools to include LGBT content. Primary schools are enabled and encouraged to cover LGBT content if they consider it age appropriate to do so, but there is no specific requirement for this. This would be delivered, for example, through teaching about different types of family, including those with same sex parents.

In addition, we are encouraging schools to act as early adopters for this curriculum and to start teaching the subjects from September 2019. To help early adopter schools, we will provide further advice on how they can improve their practice. Lessons learned from the early adopters and best practice from schools will be shared with all schools from September 2020.

Q: Will teachers receive training before delivering these subjects?

A: The Department for Education is committed to supporting schools to deliver these subjects to a high standard. We know that training is a priority for teachers and we will be consulting with teachers, trade unions and other key stakeholders over the coming months on how we structure the training.



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9.0 MONITORING AND REVIEW

This policy will be formally reviewed every 2 years. The Senior Management Team and Governors will consider this policy carefully and suggest updates when necessary. Parents will be consulted as part of this process (through questionnaires and focus groups) The teaching of SRE will be monitored by the Personal Development Lead.

10.0 LINKS TO OTHER POLICIES

This policy supports the following School Policies:-

- Equal Opportunities
- Equality Scheme and Objectives for the School
- School Behaviour
- Mission Statement, Aims and Objectives
- Health & Safety
- Personal, Social and Health Education and Citizenship
- Child Protection
- Safeguarding