



# Whole School

## Sex and Relationships Education Policy (inc. EYFS)

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# PSHEC Policy

## Aims of PSHE

Learning and undertaking activities in PSHE education contribute to achievement of the curriculum aims for all young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who can live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

PSHE education also makes a major contribution to the statutory responsibilities for schools to:

- promote children and young people's wellbeing
- achieve the whole curriculum aims
- promote community cohesion
- provide careers education and sex education

## Our Programme

Aspire to be (A2B) is Reddam House Berkshire's enrichment programme, which aims to support pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life, as set out in Section 78 of the Education Act 2002.

The A2B programme will include three core themes of PSHE and a team project. Additional topics will be added to coincide with national awareness days, external visits and the assembly programme.

PSHEC in our early Learning school is encompassed by the EYFS Prime areas and Specific area of Understanding the World. As we run an emergent curriculum, the skills being developed in the curriculum will vary from term to term but will focus on the development of social and emotional skills.

In our Juniors School we follow the Jigsaw PSHEC programme which is delivered by Form Tutors once a week. Full Programmes of study can be found in the individual folders for each year group from Year 1 to 6

Years 7-13 have one timetabled lesson of A2B a week with a specialist teacher. Teacher's follow the PSHE Association's Programme of Study. The programme of study can be found on the Curriculum Development SharePoint Site.

## Beliefs, Attitudes and Values

We uphold and teach students about British Values

Democracy is an important value at our school. We believe that the voice of everyone should be heard. Students can have their voice heard through our School Council. School Council representatives from each class meet regularly to discuss issues, rule and school needs.

Debates are held in subjects such as Public Speaking, Drama, History & English. Students can explain that in situations where choices are offered the majority will carry the vote and see this principle in action in the school.

The Rule of Law - We believe that everyone needs to understand that all the people living in Britain are subject to laws and that rules need to be followed both in and out of school.

Students know and understand that there are consequences should these laws and rules be broken and that laws are there for our protection. Our School code of Conduct allows for the flexibility of choice which allows for discussions around consequence and choices. Class and school rules are established, explained and enforced consistently.

Agreed rewards and sanctions in place to bring about positive behaviour and where this is not the case, students contribute to writing their own behaviour plans.

The value of Individual Liberty is encouraged and valued at our school. Students are encouraged to make correct choices at our school knowing that they are in a safe and supportive environment. We believe that students should be empowered through the development of their self-esteem, self-knowledge and self-confidence. Children show independence in learning and are encouraged to think for themselves.

Students can exercise their rights, personal freedoms and responsibilities and are advised how to exercise these safely, for example, through our e-safety teaching and assemblies.

As a rights respecting school, mutual respect is at the heart of our values. Children learn that their behaviours influence their own rights and those of others. All members of the school community are expected to treat each other with respect. Behaviour targets focus on respecting each other, staff and property.

Students in class discussions and conversations reinforce mutual respect and our Public Speaking programme not only develops speaking skills but also good listening skills.

Tolerance of those of different Faiths and Beliefs - We aim to achieve this through enhancing students' understanding of their place in a culturally diverse society and by giving children opportunities to experience diversity in our local community and through delivery of our Aspire to Be programme.

## Skills

Social skills in learning about relationships cannot just be taught, they evolve based on individual and shared experiences. Success in acquiring these skills depends on young people feeling valued themselves. Our first

## Organisation and Delivery

Good teaching PSHE relies on using appropriate methods for the aim of the lesson or unit of work. All teachers are encouraged to develop a repertoire of flexible, active learning methods which allow students to explore issues through school and community involvement and in a way that is challenging and relevant to their lives.

Effective teaching and learning approaches used include:

- Shared learning ethos and ground rules
- working together
- values clarification
- information gathering and sharing
- consensus building
- problem solving
- understanding another point of view
- working with feelings and imagination
- drama and role-play
- discussion and debate.

## Inclusion

This school policy has considered equality such as race, ethnicity, gender, age, religion, disability and sexuality. This is to ensure that PSHE education is provided for in a sensitive and non-judgemental way that will enable all young people, staff and the wider school community to feel valued and included in effective policy and practices.

## Answering Difficult Questions

Sometimes an individual student will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later.

This school believes that individual teachers must use their skill and discretion in these situations and refer to the Head of School should additional support be necessary.

## Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs including: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to students' attention, they are offered a balanced presentation or opposing views. Teachers will adopt strategies which seek to avoid bias on their part and will teach students how to recognise bias and evaluate evidence.

Teachers will seek to establish a classroom climate in which all students are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Teachers are reminded that any disclosures which come under the umbrella of the Child Protection and Safeguarding Policy must **immediately** refer this to the Designated Safeguarding Lead, Natalie Holsgrove-Jones. No promise of confidentiality must be made.

Teachers must also be alert for signs/disclosure of peer on peer sexual violence and sexual harassment. This not acceptable and will not be tolerated. It should never be passed off as 'banter', 'part of growing up' or 'having a laugh'.

### **A Normative Approach**

It is very easy when teaching PSHE Education to imply that our students are sexually active; or being anti-social; or making dens and fires; or drinking large amounts of alcohol for example; and that this is normal. Classroom staff must not forget that most of our students are not indulging in unhealthy behaviours. Therefore, we must teach with a positive attitude about the behaviour of our students. This is called a normative approach.

# Sex and Relationship Education Policy

## Introduction

This policy applies to all students at Reddam House, including those in EYFS. This policy covers the SRE taught at Reddam House and reference should also be made to the RHB Aspire to Be programme (Life Skills/PSHEC) and Documents. SRE is taught as part of PSHEC education which develops essential skills and attributes such as self-esteem, managing risk and resisting peer pressure which students can apply to a range of ideas; and which addresses related factors such as alcohol and drugs, media literacy, and equality and prejudice.

## Aims of SRE at Reddam House

SRE is learning about emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. The aim of the programme is to encourage our students in developing a respect for human life and the dignity of the human person, including celebrating diversity and difference.

We achieve this by:-

- giving clear, accurate, appropriate and up-to-date information on sexual issues;
- helping students to acquire skills which will enable them to make informed choices and decisions in their lives, looking clearly at their responsibilities, first to themselves and then towards others;
- providing a climate that allows individuals to feel valued and affirmed, and therefore, safe and unthreatened, enabling them to put forward and explore their ideas, feelings and emotions;
- providing the opportunity for students to explore and clarify attitudes and values in their developing experience of relationships and sexuality;
- raising awareness of all that undermines the dignity of self and others;
- guiding students towards spiritual, mental, emotional and physical well-being;
- encouraging a respect for those who represent the diversity of human experience, culture and sexuality;

The programme will ensure that we comply with legal requirements such as the vital part SRE plays in meeting best practice for Safeguarding.

## Planning, Delivering and Contributing to SRE at Reddam House

The purpose of this policy document is to give clear guidelines to all who are concerned in planning, delivering and contributing to sex and relationships education at Reddam House. We aim to provide a clearly thought out programme which meets the needs of our students and encompasses a whole school approach; we are all involved in developing education in sexuality in the day to day life at the School.

## The Framework

This policy has been written following the guidance on good practice given in the documents :-

- [‘Sex and Relationship Education Guidance’](#), published by the DFE in July 2000
- [‘Policy statement: relationships education, Relationships and sex education, and Personal, social, health and economic Education’](#), published by the DFE March 2017
- [‘Sex and Relationships Education for the 21st Century’](#) by the PSHE Association
- It also recognises the requirements of the Every Child Matters agenda.

It has links with the Equal Opportunities, Behaviour and Counter-Bullying and Safeguarding Policies. The governors and the school follow national guidelines which expect that all students will receive sex education which is part of the science curriculum and examination specifications, but that parents may withdraw students from sex and relationship education delivered as part of the PSHE programme.

## Our Programme

### Beliefs, Attitudes and Values

Our relationships and sex education programme will be developmental, giving accurate and appropriate information which is inclusive and accessible to all our young people and is taught within a framework of moral principles. In order to carry out these principles in practice it is important that every child is helped to realise the importance of respecting themselves and others in their relationships both at school and outside, and the responsibility that they have both to themselves and to others in the choices and decisions that they make.

Values can be taught and can be learnt by experience and example, but they cannot be imposed. Students will be given the opportunity to discuss values and morality. This will encourage the growth of self-awareness and will enable them to develop morally and establish their own values framework.

Discussion of moral values will not take place in the abstract but will relate to young people's experience and expectations of relationships, sexuality, and wider moral issues which will affect their lives. It is important that they realise that strong emotional feelings are experienced in sexual intimacy, and that they are aware of their responsibility in showing respect and care for their own and the other person's feelings, decisions, rights and bodies.

Students will be encouraged to consider values which demonstrate compassion and care when interacting with people whose ideas do not conform with their own.

### Knowledge and Information

Research has shown that effective sex education, both in school and at home, can lead to more responsible behaviour and a reduced likelihood of early sexual activity and risk of psychological and physical harm. At the start of any topic or session it is important that teachers sensitively examine the knowledge that the students already have, which will give them a realistic starting point. Liaison with parents and the Junior School is particularly important in helping the school establish a programme that meets real needs.

The information and knowledge content of the programme will include the following:

- Full, accurate and up-to-date information about growth and development on topics including puberty, sexual relationships, consent, conception, fertility control, childcare and responsible parenthood, including the legal aspects of sexuality; positive and negative consequences of sexual practice; HIV/AIDS; unplanned pregnancy; STIs and cervical cancer.
- Information about the essential elements involved in establishing and maintaining close relationships which are central to personal happiness.
- Looking at what friendship and love involve in real terms will be an important part of sex education.
- Information which aims to educate against prejudice.

## Skills

Social skills in learning about relationships cannot just be taught, they evolve based on individual and shared experiences. Success in acquiring these skills depends on young people feeling valued themselves. Our first task is to try to increase their self-esteem, confidence and integrity.

In sex education, opportunities will be provided for students to

- assess evidence
- make individual and group decisions
- learn to listen and negotiate
- look at ways of dealing with conflict and solving problems.

Independent and group work will enable students to explore their thoughts and feelings in different ways and to share their and other's beliefs.

## Organisation and Delivery

SRE is delivered through the Aspire to Be/Life Skills programme and biological aspects will be covered during science lessons. The overall planning and preparation of materials for the programme is done by the Deputy Head supported by, and in consultation with, the teachers of A2B, the Head teacher and members of staff with pastoral responsibility.

Wider aspects regarding sexuality and relationships are integrated in all pastoral and curricular areas embracing a whole school approach.

## Involvement of parents

This policy is included on the School App for parents to view.

SRE is not compulsory in independent schools, but as Reddam House value SRE in the curriculum, it is taught with 'due regard' to the statutory Department for Education guidance for sex and relationships (2000). It is noted that parents have the statutory right to withdraw their child from lessons concerning sex and relationships education as delivered through the A2B programme, though not from sex education within the science curriculum. The PSHEE department issues letters home at the beginning of each academic year outlining the overview of the PSHEE course structure so parents are fully informed. Where any sensitive topic areas are taught such as Female Genital Mutilation,

follow up letters are also sent home so parents have a further opportunity for withdrawing their child from sensitive lessons.

Parents of students in the Junior School are informed by email when relationships and sex education is about to take place and are invited into school to discuss the content of lessons, and to view resources.

## Resources

Staff delivering the Relationships and Sex Education programme need to be aware of their own values and the impact they could have on their students. We utilise a range of resources and teaching methods such as whole class discussion, stories, use of information books, DVDs, the school nurse, individual assignments, decision making, problem-solving, assessment of evidence, teacher-led activities, role-play and film, current media, websites and outside speakers. When selecting resources care is taken to ensure that the information given is appropriate to the age of the students and relates to their experiences as well as fitting the values and ethos of the school.

## Sensitive Issues

### The Legal Position

A teacher's pastoral concerns should never trespass on parental rights and responsibilities. As a general rule, according to Education Act 1993, [circular 5/94](#), teachers should not give contraceptive advice to an individual student under the age of 16. A student requesting advice on any aspect of sexual behaviour should be encouraged to discuss the matter with her parents and (if appropriate) a relevant health profession, possibly the school nurse.

If students say they are unable to seek help from their parents, the member of staff concerned should, only after a careful discussion with them on the moral, physical and legal implications, inform the child about how to seek help from appropriate health professionals. Students should have the right to information about who these professional people are and where they can be found in their local areas. Teachers can discuss with individual students the issues that surround the use of contraception. If the teacher is uncertain about any of the issues involved and seeks advice or support from another member of staff within the school, or a health professional outside, it is important to respect the student's confidentiality by presenting a hypothetical situation which will exclude their identity.

If the teacher feels that in talking to an individual around matters of contraception there is a risk that they might be put in a position which could be compromising, it would be advisable for them to be accompanied by another member of staff, having agreed with the student who this should be.

### Answering students' questions

If teachers do not feel comfortable with questions that arise out of issues pertaining to relationships and sex education, then they should seek advice from either the Year Coordinators, Head of Department, or from the Deputy Head, as they see appropriate. They should not feel obliged to answer difficult questions immediately, and to do so could be inappropriate in a class forum.

## Confidentiality and Disclosure

It is important that students understand the position regarding confidentiality between themselves and staff before speaking to them in confidence. Teachers should not make promises of confidentiality to a student that cannot be kept. However, it is important that young people feel confident that they are able to approach teachers for information and support on issues that may relate to their sexual behaviour. It is vital that teachers can respond to young people's requests for help and do not turn them away.

It is unlikely that young people will trust teachers if they feel that this information will be passed on to their parents without their consent. Legal opinion suggests that teachers should only inform parents of the sexual activity of students, if, in their professional opinion, it is in the best interest of the child to do so. Where the circumstances are such as to lead a teacher to believe that a student has embarked upon, or is contemplating, a course of conduct which is likely to place her at physical risk or in breach of the law, the teacher has a general responsibility to ensure that the student is aware of the implications and is urged to seek advice. In such circumstances, the teacher should inform the Head of School. The Head of School should arrange for the student to be counselled if appropriate and, where the student is under age, for the parents to be made aware, preferably by the student herself (and in that case checking that it has been done). Advice from Education Act 1993 Circ. 5/94 para.40, link as above.

If there is any disclosure which indicates that a student is at risk of or has experienced abuse it is essential that the Designated Safeguarding Lead, Natalie Holsgrove-Jones is informed immediately.

It is important that outside speakers are aware of these procedures. See the School's Visiting Speaker Policy for the process to follow when booking in an external speaker.

## The different stages of the SRE programme

### SRE in the Junior and Early Learning School (EYFS)

Students in the ELS follow the non-statutory guidance Development Matters and in the Junior School (including Reception) they follow the Jigsaw programme of study for PSHEE and Citizenship, which is closely aligned to the 2014 National Curriculum framework.

There are six 'Puzzles' in Jigsaw that are designed to progress in sequence from September to July:  
Autumn 1: Being Me in My World  
Autumn 2: Celebrating Difference (including anti-bullying)  
Spring 1: Dreams and Goals  
Spring 2: Healthy Me  
Summer 1: Relationships  
Summer 2: Changing Me (including Sex Education)

The 'relationship and sex education' components are taught in the context of relationships, communication, social skills and values, always relative to the age and maturity of students.

### *EYFS*

To develop students' sense of themselves and the changes they have experienced since birth.

## *KEY STAGE 1 & 2*

The Jigsaw sex education pieces in the 'Changing Me' puzzle, aim to give children their entitlement to information about puberty and human reproduction, appropriate to their age and stage of development. It is treated in a matter-of-fact manner to allay embarrassment and fear. Please see the Jigsaw planning guide for more information.

## *SRE in the Middle and Senior School (Key Stages 3 and 4)*

### *Science*

In Year 7, students are taught about reproduction in animals in the context of human reproduction. The structure of human reproductive systems, fertilisation and pregnancy are covered. In Key Stage 4, students who study GCSE biology as part of the separate science programme will cover hormonal control of the menstrual cycle in humans, the structure of human gametes, and treatments for infertility.

### *Key Stage 3 A2B Aims*

- To encourage students to understand and value their sexuality.
- To prepare students for and to clarify pubertal changes: physical, practical, emotional and social.
- To help students to celebrate the growth and development of their bodies and emotions and encourage a positive self-image.
- To study the process of human reproduction, conception, and contraception.
- To ensure they are given clear, accurate information to enable them to take responsibility for their own sexual behaviour and health (including, in Year 9, information about HIV/AIDS and other STIs).
- To enable students to communicate about sexual matters in a clear and unembarrassed way, using appropriate language.
- To help students to understand their responsibility for themselves and towards others as they grow up, and to make clear the importance of developing their own values and their ability to make moral choices, including the importance of valuing and protecting themselves.
- To raise students' awareness and understanding of themselves, their sexuality and that of others.
- To help children see beyond the immediate situation, to the consequences that result from their behaviour, practising coping and decision-making skills in role-play.

### *Key Stage 4 A2BAims:*

- To ensure students are given clear and accurate information to enable them to take responsibility for their own sexual behaviour and health, including information about HIV/AIDS and other STIs, and abortion.
- To explore the powerful feelings connected with sexuality and sexual behaviour.
- To encourage students to value themselves and their sexuality, and to develop a deeper understanding of the importance of close and loving relationships, now and in their future lives beyond school, aware of the dignity of all people and their responsibility to themselves and others.

- To encourage responsibility in relationships, reflecting upon the effect that their behaviour has on other people, and to clarify their own sexual values.
- To encourage debate and discussion on social and moral issues concerning sexuality in order to develop students' critical awareness, and their ability to make reasoned judgements establishing their own values.
- To encourage students to see the importance of basing the expression of their sexuality on essential human values rather than stereotypes which promote their sexuality at the expense of other people's.
- To consider what loving means to them in the light of their own needs and experience.
- To give students the opportunity to practise assertiveness, to equip them for difficult situations in their future lives.

### SRE in the Sixth Form

In the Sixth Form we adopt a flexible approach to Relationships and Sex Education, providing students with the most up-to-date information about issues which are relevant to them as adults. Sessions are conducted either in individual tutor groups or with the entire Sixth Form when speakers are invited. The PSHEE time comes during tutor time and sometimes during Enrichment where speakers are used to discuss topics which require more time.