

Maidstone and Malling Sex and Relationship Education Policy

Date of Policy- June 2015

Introduction

At Maidstone and Malling Alternative provision, sex and relationship education is an important strand in the school's positive ethos of preparing young people to realistically face life outside and beyond school.

In planning and delivering this programme, the varying knowledge, experience and maturity of the pupils are taken into consideration, as are the sometimes conflicting messages given by the less responsible sections of the media, in the way sex and sexual morals are represented to young people.

While it is assumed that it is mainly the responsibility of the parents/ carers to impart the facts of life to their children, as a natural part of family life and discussion, it is also accepted that there will be many pupils who may not have had the benefit of this experience.

Taking these points into consideration, the provision sensitively attempts to provide a framework which will give all pupils an understanding of the physical, emotional, social and ethical aspects of their developing sexuality, and of their place in long term and stable relationships with others. Attention is given in particular to the application of assertive behaviour in coping with peer and media pressure.

The Consultation process has involved:

Annual review of SRE curriculum content with staff, parents/carers.

Consultation and involvement of pupils in SRE, which is crucial if teaching is to meet their needs and address the issues they are facing. Pupils are involved through the student council and through feedback and involvement in lessons.

Consultation with wider school community e.g. school nurse and Children and Young People Wellbeing Practitioner Specialist for Kent.

The use of external advisors to inform our delivery e.g. Dove Foundation on body image process and advice from the PSHE association and Kent Community Health.

Regard to the SRE Guidance (2000).

It is reviewed annually and updated in line with current policies and guidance.

What Is Sex and Relationship Education?

SRE is lifelong learning about physical, sexual, moral, cultural, ethical and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. SRE hopes to provide accurate information about the body, reproduction, sex, and sexual health. It will also give children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe in the modern world, both on and offline.

It teaches pupils about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations.

Promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs.

It contributes to:

A positive ethos and environment for learning

Safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school.

A better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships.

Helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice.

Reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying.

Principles and Values

In addition Maidstone and Malling Alternative Provision believe that SRE should:

Be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.

Be an entitlement for all young people.

Encourage every pupil to contribute to their collective community, and aims to support each individual as they grow and learn.

Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.

Encourage pupils and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other. This ideal is encouraged within all pupils.

Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.

Recognise that parents/carers are the key people in teaching their children about sex, relationships and growing up. We work in partnership with parents/carers and pupils, consulting them about the content of our policy.

Recognise that the wider community has much to offer and we aim to work in partnership with the community, health professionals, social workers and other advisers.

Sex and Relationship Education in this school has three main elements:

Attitudes and Values

Learning the importance of values, individual conscience and moral choices;

Learning the value of family life, stable and loving relationships, and marriage;

Learning about the nurture of children;

Learning the value of respect, love and care;

Exploring, considering and understanding moral dilemmas;

Developing critical thinking as part of decision-making;

Challenging myths, misconceptions and false assumptions about 'normal' behaviour.

Personal and Social Skills

Learning to manage emotions and relationships confidently and sensitively;
Developing self-respect and empathy for others;
Learning to make choices with an absence of prejudice;
Developing an appreciation of the consequences of choices made;
Managing conflict;
Empower pupils with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter).

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;
The avoidance of unplanned pregnancy.

Aims

The aim of SRE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, social, and moral dimensions of sexual health. Our SRE programme aims to prepare pupils for an adult life in which they can:

Develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.

Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.

Avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.

Communicate effectively by developing appropriate terminology for sex and relationship issues.

Develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity.

Understand the arguments for delaying sexual activity.

Understand the reasons for having protected sex.

Have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.

Be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary.

Know how the law applies to sexual relationships.

Organisation and Content of Sex and Relationship Education.

Maidstone and Malling Alternative Provision specifically delivers Sex and Relationship Education through its PSHE and PSD Programme and Science lessons at KS3 and KS4. Lessons are taught in small group sizes by the PSHE and PSD teachers who receive regular CPD training.

The Science National Curriculum is delivered by staff in the science teachers. These lessons are more concerned with the physical and biological aspects of development and reproduction, although the importance of relationships is not forgotten.

SMSC forms a crucial part of the PSHE/PSD and SRE curriculum.

Any SRE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. Rules around confidentiality are also established. When pupils ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the pupils, the question may be dealt with individually at another time. Pupils also have access to an anonymous question box where pupils who are not comfortable raising questions in an open setting may ask a question to be responded to at a later date.

Discreet assessment and understanding is carried out at the end of every topic and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes. Literacy will also be assessed. Cross curricular links are also made with the citizenship curriculum where pupils are taught about society and the media, family and home life, crime and law and Identity and discrimination.

In English many positive and negative aspects of human relationships emerge naturally through reading prose and poetry and the study of English Literature.

Organisation

SRE is not delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social Health Education (PHSE), PSD, science and Citizenship. At MMAP the main content is delivered in PSHE/ PSD lessons at different points in the year. This ensures a coherent spiral curriculum and all young people will receive SRE education during their time at MMAP.

SRE is normally delivered by specialist PSHE teachers in mixed ability gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Active learning methods which involve young peoples' full participation are used.

Pupils are encouraged to manage diverse relationships and the increasing influence of peers and media. Sex and relationships (SRE) is an important part of PSHE and Wellbeing. It is taught in line with the MMAP Child Protection and Safeguarding Policy and DfEE Guidance on SRE.

All students have regular access to the sexual health school nurse and are signposted to services within their area.

Program of Study

Key Stage 3 students are taught how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts. Topics include how to develop parenting skills, recognising and managing emotions within a range of relationships. How to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters. The concept of consent in a variety of contexts (including in sexual relationships) and managing loss; including bereavement, separation and divorce. Respecting equality and be a productive member of a diverse community and how to identify and access appropriate advice and support.

Key Stage 4 and 5 students will have the opportunity to complete a level one unit in developing an awareness of relationships, which will form part of the Level One Certificate in Wellbeing. Students will understand what is meant by 'relationships' and 'sexual health' and consider a variety of information about sexual health and relationship issues. They will develop their knowledge of the biological process of menstruation, sexual and reproductive organs and build an awareness of contraception and sexually transmitted infections including (HIV).

Occasionally, appropriate and suitable experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of SRE in school. MMAP has a code of practice for using visitors to support the delivery of PHSE:

Visitors are invited in to school because of the particular expertise or contribution they are able to make.

All visitors are familiar with and understand the school's SRE policy and work within it.

All input to PHSE lessons are part of a planned programme and negotiated and agreed with staff in advance.

All visitors are supervised/supported by a member of staff at all times.

The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

Evaluation of the SRE programme Order is conducted using a variety of informal activities which have been built into the programme. Teachers are required to keep their own personal evaluation of each lesson and evaluations are also completed by pupils following sessions by visitors, which are used by the coordinator to inform future planning.

The Sex and Relationship Education programme is delivered through planned aspects within the Citizenship, PSHE/PSD and Science curriculum according to the Education Act 2002 and Academies Act 2010.

The curriculum is designed to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and prepare young people at the school for the opportunities, responsibilities and experiences of later life.

Some parents/carers prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). This is communicated to parents/carers at the pupil's Pre-admission meeting. We would make alternative arrangements in such cases. Parent/carers are encouraged to discuss their decisions with staff at the earliest opportunity. Parents/carers are welcome to review any SRE resources the school uses. Parents/ carers can access the SRE policy from in school or from the school's website.

Inclusion

In accordance with the Equality Act 2010, MMAP ensure that the curriculum and teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual transgender and questioning (LGBTQ). Our inclusive SRE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect, enabling schools to meet the requirements, and live the intended spirit, of the Equality Act 2010.

All children and young people at MMAP whatever their experience, background and identity – are entitled to quality sex and relationship education that helps them build confidence and a positive sense of self, and to stay healthy.

To encourage pupils to participate in lessons, teachers ensure content, approach, and use of inclusive language reflect the diversity of the school and the wider community, and help each and every pupil to feel valued and included in the classroom. Teachers should never assume that all intimate relationships are between opposite sexes. All sexual health information is inclusive and should include LGBT people in case studies, scenarios and role-plays. Boys and girls can explore topics from a different gender's point of view, and a variety of activities – including practical tasks, discussions, group activities and competitions.

Confidentiality, Controversial and Sensitive Issues

Teachers cannot offer unconditional confidentiality and must adhere to MMAP confidentiality policy.

In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:

The young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.

Child protection issues will be considered, and referred to the Child protection officers responsible for Child Protection in line with the MMAP's Child protection and safeguarding policy.

The young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services. This may be from outside professionals such as the sexual health nurse.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual pupil, but in a classroom situation they must follow the school's confidentiality policy.

Monitoring and Evaluation of Sex and Relationship Education

It is the responsibility of the PSHE and SMSC co-coordinator and SMT to oversee and organise the monitoring and evaluation of SRE, in the context of the overall school plans for monitoring the quality of teaching and learning.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of pupils. This includes evaluating and commenting on the school's sex and relationship education policy, and on support and staff development, training and delivery.

Provision for SRE will be monitored and reviewed on a regular basis. This will be achieved by: Monitoring of lesson plans and teaching and learning, by the SMSC, PSHE, Science co-ordinator Welfare manager and SMT.

This is done through

Audit of policies and Schemes of Work.

Audit of work.

Sharing of good classroom work and practice.

Collation of evidence from pupil's work in school portfolio.

Pupils' voice on good practice.
Parents' voice on good practice.
Professional development and training for PSHE/PSD teachers.

This policy is to be used in conjunction with the PSHE/ PSD, Anti- bullying, Diversity, Confidentiality, SMSC and Child Protection and Safe guarding policies.

The Head teacher, in partnership with the member of staff responsible for Citizenship/PSHE/ PSD/Science and Welfare is responsible for monitoring this policy.

The Management Committee of The Maidstone and Malling Alternative Provision is responsible for ensuring the annual review of this policy.

Headteacher: _____ Date: _____

Management Committee: _____ Date: _____

Reviewed: June 2015

Next review date: June 2016