

## SCHOOL POLICY

### Sex and Relationships Education Policy

Effective Date :	15/06/2016
Last modified :	27/11/2012
Document no :	<b>SP 05.12/002</b>
Replaces Version :	12/02/2013

Approved:  
Curriculum and Pupil  
Welfare Committee  
15 June 2016

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### 1. Aims

The Governors and Staff believe that Sex and Relationships Education (SRE) is an important part of their education and their aim is to ensure that each student is as well prepared as possible for the opportunities, responsibilities and experiences of adult life.


### 2. Principles

The Governors at Woodford County High School undertake to promote the spiritual, moral, cultural, mental and physical development of the students, and to encourage students to have proper regard for moral considerations, the value of family life and the responsibilities of parenthood.

Such matters will be treated with sensitivity and great care will be taken to encourage all students to feel a sense of worth.

Governors recognise that the school should support the role of parents, and have regard to parents' views about the content and presentation of the teaching.

It is appreciated that whilst implementing the programme of SRE, staff need to be sensitive to the concerns of parents and students which arise from ethnic considerations or from

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religious or other beliefs.

### 3. Statutory Requirements

The most up-to-date legislation relating to SRE is contained within the Education Act (1996), the Statutory Instrument 1999, the Learning and Skills Act (2000), the Education Act 2002 (See Appendices.) There are also aspects of the Equality Act (2010) to be considered.

The requirements are that:

- It is compulsory for all maintained schools to teach some parts of SRE i.e. the biological aspects of puberty, reproduction and the spread of viruses. These topics are statutory parts of the National Curriculum for Science which must be taught to all students of secondary age.
- There is also a separate requirement for secondary schools to teach about HIV and AIDS and sexually transmitted infections.
- The broader topic of SRE is currently not compulsory but is contained within non statutory PSHE education within the National Curriculum and is strongly recommended within Government SRE Guidance (2000). School governors are in law expected to give 'due regard' to this guidance.
- Secondary schools are legally obliged to have an up-to-date SRE policy that describes the content and organisation of SRE taught outside the Science Curriculum
- It is the responsibility of the school's Governing Body to ensure that the policy is developed and is made available to parents. Parents have a right to withdraw their children from any school SRE taught outside the Science Curriculum.
- To qualify for Healthy School status, there must be a planned programme of Personal Social and Health and Economic Education (PSHE) which includes SRE, in place.
- Schools have a legal duty to ensure the well-being of their students and SRE contributes to this duty.
- The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not

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subject students to discrimination. It is also a legal requirement for schools to teach a balanced view of any political issue.

- Schools must ensure equal opportunities in the education they provide, so it would not be lawful for schools to provide SRE only for certain ethnic groups. An example of good practice given in guidance for education providers on the Equality Act is that PSHE education should cover equality and diversity based subjects including gender equality and non-violent, respectful relationships between women and men. The Act also provides new protections for students from discrimination because of pregnancy and maternity in school as it is now unlawful for schools to treat a student less favourably because she becomes pregnant or has recently had a baby.

#### 4. Context of and Approach to SRE


SRE is covered at various times in Years 7 to 11 through the topics taught in Departments, and through the PSHE programme. Many of the topics are statutory under the requirements of the National Curriculum. Full details of content, materials and teaching methods can be found in Departmental and PSHE Schemes of Work.

Facts are presented to students in an objective, balanced and sensitive manner but set within a clear framework of moral and ethical values and an awareness of the law on sexual behaviour.

External speakers who, by virtue of their expertise or professional training, are invited to contribute towards the delivery of parts of the programme, do so within this framework.

Members of Staff endeavour to respond to spontaneous questions asked by students in a straightforward way which is suitable to students' ages and stages of development, and with sensitivity towards their family backgrounds. A teacher who is unsure of how to respond would seek guidance and may pass the question on.

Whilst performing their pastoral duties, staff are conscious that they should have due regard for parental rights and responsibilities. Particular care is exercised when staff are asked for specific advice on contraception or other aspects of sexual behaviour by students under the age of 16. In these circumstances a student will be encouraged to seek advice from her parents or guardians, and, if appropriate, from the relevant health professional (e.g. the student's GP or school nurse). Where a teacher believes that a student has embarked upon, or is contemplating, a course of conduct which is likely to place her at moral or physical risk or in breach of the law, the teacher will ensure that the student is aware of the implications, and urge her to seek advice as described above. The Headteacher

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will also be informed and, depending upon the particular circumstances and the professional judgement of the staff, it may be appropriate to arrange counselling, or to involve the local authority or the specialist support services.

Any concerns regarding the health and physical development of a student are channelled through the Form Tutor, Key Stage Coordinator and Assistant Head who may refer students to health professionals. Typical problems which arise are period difficulties and late development.

In all such matters staff will respect issues of confidentiality and share concerns on a strictly need to know basis.

## 5. Roles and Responsibilities

### Governors

It is the role of the governors to ensure that a SRE policy is in place and that school provision meets all statutory requirements.

### Headteacher

It is the head's responsibility to ensure that the SRE policy is properly implemented within the school.

### Heads of Department and Assistant Head (PSHE)

It is the responsibility of relevant Heads of Department and the Assistant Head (PSHE) in conjunction with the Key Stage Coordinators to maintain up to date schemes of work in line with this policy and statutory requirements and to monitor the delivery of SRE.

### Teachers


It is the responsibility of teachers delivering SRE to be aware of the policy and the school's approach. It is important that they are confident in their role in delivering this aspect of the curriculum and that they should seek help and support when needed. There is a need for a level of confidentiality to be maintained with regard to students' disclosures or questions.

### Students

It is the responsibility of students to behave in an appropriate manner to allow all students to receive the sex and relationships education to which they are entitled.

### Parents

Is is the responsibility of parents to respond in a way that they deem appropriate to any concerns raised by the school in relation to their daughter and her SRE.

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## 6. Withdrawing Students from SRE

Parents are encouraged to discuss any concerns relating to SRE at Woodford with the relevant Head of Department or Assistant Head. Whilst acknowledging the right of parents to withdraw their daughters from SRE lessons which go beyond the National Curriculum requirements, it is hoped that no-one will feel the need to do so. Any request to withdraw a student should be made in writing to the Headteacher.


## 7. Monitoring, Approvals and Review

When monitoring this policy, through its committee work, the Governing Body will require the Headteacher to report to the governors on the way the policy is being implemented. The policy will be reviewed by the Governing Body every 3 years, or earlier if considered necessary.

This policy is approved by the Governing Body of Woodford County High School. Any amendments to this policy require approval by the Governing Body of Woodford County High School.

## 8. Questions

If you have any questions about this policy, please contact the Headteacher, Woodford County High School, High Road, Woodford Green, Essex, IG8 9LA

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## 9. Appendix 1 – Extracts from Statute

### Education Act 1996

#### 351 General duties in respect of the curriculum

(1) The curriculum for a school satisfies the requirements of this section if it is a balanced and broadly based curriculum which—

- (a) promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society, and
- (b) prepares students at the school for the opportunities, responsibilities and experiences of adult life.

#### Sex education

##### 403 Sex education: manner of provision

(1) The local education authority, governing body and head teacher shall take such steps as are reasonably practicable to secure that where sex education is given to any registered students at a maintained school, it is given in such a manner as to encourage those students to have due regard to moral considerations and the value of family life.

(2) In subsection (1) "maintained school" includes a maintained special school established in a hospital.

##### 404 Sex education: statements of policy

(1) The governing body of a maintained school shall—

- (a) make, and keep up to date, a separate written statement of their policy with regard to the provision of sex education, and
- (b) make copies of the statement available for inspection (at all reasonable times) by parents of registered students at the school and provide a copy of the statement free of charge to any such parent who asks for one.

(2) In subsection (1) "maintained school" includes, in relation to students who are provided with secondary education, a maintained special school established in a hospital.

(3) In relation to—

- (a) a county, or controlled, secondary school, and
- (b) students who are provided with secondary education in a maintained special school,

section 371 shall have effect with the omission of subsection (3) of that section and of the references to the matters mentioned in that subsection, and section 372 shall have effect with the omission of subsection (4)(a) of that section.

##### 405 Exemption from sex education

If the parent of any student in attendance at a maintained school requests that he may be wholly or partly excused from receiving sex education at the school, the student shall, except so far as such education is comprised in the National Curriculum, be so excused accordingly until the request is withdrawn.

### Statutory Instrument 1999 No. 2257 EDUCATION, ENGLAND AND WALES

The Education (Non-Maintained Special Schools) (England) Regulations 1999 In exercise of the powers conferred on the Secretary of State by sections 328(6), 339, 342(2), (4), (5) and (6), 568(5) and 569(4) of the Education Act 1996[1], the Secretary of State for Education and Employment hereby makes the following regulations:

#### Sex education 11.

(1) Arrangements shall be made to secure that every student who is provided with secondary education will receive sex education, or will be wholly or partly excused from such education (except in so far as it is comprised in the National Curriculum) if his parent so requests.

(2) The governing body shall, in relation to students who are provided with secondary education at the school-

- (a) make and keep up to date a separate written statement of their policy with regard to sex education, and
- (b) make copies of the statement available for inspection, at all reasonable times, by parents of students at the school and provide a copy of the statement free of charge to any such parent who asks for one.

(3) In this Schedule, "sex education" includes education about-

- (a) Acquired Immune Deficiency Syndrome and Human Immunodeficiency Virus, and (b) any other sexually transmitted disease.

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#### Learning and Skills Act 2000

148 Sex education

(1) The [1996 c. 56.] Education Act 1996 shall be amended as follows.

(2) In section 351 (general duties in respect of the curriculum) after subsection (5) insert—

“(6) In exercising any function which may affect the provision of sex education in maintained schools, every local education authority must have regard to the guidance issued by the Secretary of State under section 403(1A). (7) Except to the extent provided in subsection (6), nothing in this section shall be taken to impose duties on a local education authority with regard to sex education.”

(3) In section 403 (sex education: manner of provision) in subsection (1) omit “local education authority,”.

(4) After subsection (1) of that section insert—

“(1A) The Secretary of State must issue guidance designed to secure that when sex education is given to registered students at maintained schools—

(a) they learn the nature of marriage and its importance for family life and the bringing up of children, and

(b) they are protected from teaching and materials which are inappropriate having regard to the age and the religious and cultural background of the students concerned.

(1B) In discharging their functions under subsection (1) governing bodies and head teachers must have regard to the Secretary of State’s guidance.

(1C) Guidance under subsection (1A) must include guidance about any material which may be produced by NHS bodies for use for the purposes of sex education in schools.

(1D) The Secretary of State may at any time revise his guidance under subsection (1A).”

(5) In subsection (2) of that section—

(a) for “subsection (1)” substitute “this section”, and

(b) at the end insert “and “NHS body” has the same meaning as in section 22 of the National Health Service Act 1977.”

(6) In section 404 (sex education: statements of policy) after subsection (1) insert—

“(1A) A statement under subsection (1) must include a statement of the effect of section 405.”

#### Education Act 2002

Basic curriculum for every maintained school in England

(1) The curriculum for every maintained school in England shall comprise a basic curriculum which includes—

(a) provision for religious education for all registered students at the school (in accordance with such of the provisions of Schedule 19 to the School Standards and Framework Act 1998 (c. 31) as apply in relation to the school),

(b) a curriculum for all registered students at the school who have attained the age of three but are not over compulsory school age (known as “the National Curriculum for England”),

(c) in the case of a secondary school, provision for sex education for all registered students at the school, and

(d) in the case of a special school, provision for sex education for all registered students at the school who are provided with secondary education.

## 10. Appendix 2 - Key Stage 3 Sex and Relationships

### Sex and Relationships Education in the Curriculum

Science: Statutory Programme of study: (QCA 2007)

PSHE: Non-statutory Programme of study: Personal Wellbeing (QCA 2007)



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Range and content should include:

Organisms, behaviour and health

The human reproductive cycle includes adolescence, fertilisation and foetal development

Conception, growth, development, behaviour and health can be affected by diet, drugs and disease

The curriculum should provide opportunities for students to:

Consider how knowledge and understanding of science informs personal and collective decisions, including those on substance abuse and sexual health

Explanatory notes:

**Sexual health:** includes issues related to contraception, pregnancy and disease

**Diet, drugs and disease:** This includes...the effect of drugs such as alcohol, tobacco and cannabis on mental and physical health. It also includes the effects of bacteria and viruses, such as those associated with sexually transmitted infections.

Range and content that teachers should draw on when teaching the key concepts and processes include:

examples of diverse values encountered in society and the clarification of personal values


physical and emotional change and puberty  
sexual activity, human reproduction, contraception, pregnancy, and sexually transmitted infections and HIV and how high-risk behaviours affect the health and wellbeing of individuals, families and communities

the features of positive and stable relationships, how to deal with a breakdown in a relationship and the effects of loss and bereavement

different types of relationships, including those within families and between older and young people, boys and girls, and people of the same sex, including civil partnerships

the nature and importance of marriage and of stable relationships for family life and bringing up children  
the similarities, differences and diversity among people of different race, culture, ability, disability, gender, age and sexual orientation and the impact of prejudice, bullying, discrimination and racism on individuals and communities



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## 11. Appendix 3 - Key Stage 4 Sex and Relationships

### Sex and Relationships Education in the Curriculum

**Science: Statutory Programme of study: (QCA 2007)**

Students should be taught:  
Organisms and health

Human health is affected by a range of environmental and inherited factors, by the use of misuse of drugs and medical treatments

**PSHE: Non-statutory Programme of study: Personal Wellbeing (QCA 2007)**

Range and content that teachers should draw on when teaching the key concepts and processes include:

- the effect of diverse and conflicting values on individuals, families and communities and ways of responding to them how the media portrays young people, body image and health issues
- the benefits and risks of health and lifestyle choices, including choices relating to sexual activity and substance use and misuse, and the short and long-term consequences for the health and mental and emotional wellbeing of individuals, families and communities
- where and how to obtain health information, how to recognise and follow health and safety procedures, ways of reducing risk and minimising harm in risky situations, how to find sources of emergency help and how to use basic and emergency first aid
- characteristics of positive relationships, and awareness of exploitation in relationships and of statutory and voluntary organisations that support relationships in crisis
- parenting skills and qualities and their central importance to family life
- the impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances
- the diversity of ethnic and cultural groups, the power of prejudice, bullying, discrimination and racism, and the need to take the initiative in challenging this and other offensive behaviours and in giving support to victims of abuse.