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1. Introduction

1. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.
2. The purposes of this policy are:
 1. To clarify the school's approach to sex and relationships education (SRE).
 2. To promote consistency in approach, delivery, treatment of sensitive subjects & promote shared understanding.
3. **Aims and Objectives** of Sex Education: It is lifelong learning about physical, moral and emotional development. It is about understanding the importance of stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. (DFEE Guidance 0116/2000)
4. The School acknowledges that all its students are entitled to relevant sex education that provides them with the information to allow them to make responsible informed choices. It is particularly important that it is made accessible to students with SEN.
5. The Aims of SRE are:
 1. To enable our students to better understand the nature of human relationships;
 2. To enable students to see the importance of stable, loving relationships for the bringing up of children;
 3. To prepare students for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.
 4. To promote consistent messages about SRE and the underlying values and principles that support it, particularly around the sensitive issues of exploitation, dangers of the internet and pornography.
6. Statutory guidance is contained in the DfE document **Relationships Education, Relationships and Sex Education (RSE) and Health Education¹** (2019).

2. Elements At WHIS, SRE has three main elements, all of which are important for a balanced SRE programme:

1. Attitudes and values

1. learning the importance of values and individual conscience and moral considerations
2. learning the value of family life and stable and loving relationships for the nurture of children;
3. learning the value of respect, love and care;
4. exploring, considering and understanding moral dilemmas; and
5. developing critical thinking as part of decision-making.

2. Personal and social skills

1. learning to manage emotions and relationships confidently and sensitively;
2. developing self-respect and empathy for others;
3. learning to make choices based on an understanding of difference and with an absence of prejudice;
4. developing an appreciation of the consequences of choices made;
5. managing conflict; and
6. learning how to recognise and avoid exploitation and abuse.

¹ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships_Education_RS_E_and_Health_Education.pdf

3. Knowledge and understanding

1. learning and understanding physical development at appropriate stages;
2. understanding human sexuality, reproduction, sexual health, emotions and relationships;
3. learning about contraception and the range of local and national sexual health advice support services;
4. learning the reasons for delaying sexual activity
5. the avoidance of unplanned pregnancy.

3. Content of our SRE programme.

The content of the programme in the Prep school is based on the statutory guidance in Relationships Education, Relationships and Sex Education (RSE) and Health Education (2020). The focus in the prep school is on the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, and family relationships. Relationships education also enables pupils to be taught about positive emotional and mental wellbeing.

The content of the programme in the Secondary school is loosely based on the National Curriculum Science Order and the non-statutory guidance for PSHE contained in the National Curriculum Handbook for Teachers. Here is a summary of that content as set out in the DfEE's Guidance 0116/2000, the PSHEE Framework and the National Curriculum Science Order:

1. PSHE framework Key Stage 3

1. Developing a healthy, safer lifestyle. Students are taught:
 - to recognise the physical and emotional changes that take place at puberty and how to manage these changes in a positive way;
 - how to keep healthy and what influences health, including the media;
 - that good relationships and an appropriate balance between work, leisure and exercise can promote physical and mental health;
 - in a context of the importance of relationships, about human reproduction, contraception, sexually transmitted infections, HIV and high-risk behaviours including early sexual activity;
 - to recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel;
 - to recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including knowing when and where to get help
2. Developing good relationships and respecting the differences between people. Students are taught:
 - about the nature of friendship and how to make and keep friends;
 - to recognise some of the cultural norms in society, including the range of lifestyles and relationships;
 - the changing nature of, and pressure on, relationships with friends and family, and when and how to seek help;
 - about the role and importance of marriage in family relationships;
 - about the role and feelings of parents and carers and the value of family life;
 - to recognise that goodwill is essential to positive and constructive relationships;
 - to negotiate within relationships, recognising that actions have consequences, and when and how to make compromises;
 - to resist pressure to do wrong, to recognise when others need help and how to support them;
 - to communicate confidently with their peers and adults.

2. Key Stage 4

1. Developing a healthy, safer lifestyle. Students are taught:
 - to think about the alternatives and long and short-term consequences when making decisions about personal health;
 - to use assertiveness skills to resist unhelpful pressure;
 - about the health risks of early sexual activity and pregnancy, and about safer choices they can make; in the context of the importance of relationships, how different forms of contraception work, and where to get advice, in order to inform future choices;
 - to seek professional advice confidently and find information about health.
2. Developing good relationships and respecting the differences between people. Students are taught:
 - to be aware of exploitation in relationships;
 - to be able to talk about relationships and feelings;
 - to deal with changing relationships in a positive way, showing goodwill to others and using strategies to resolve disagreements peacefully;
 - about the nature and importance of marriage for family life and bringing up children;
 - about the role and responsibilities of a parent, and the qualities of good parenting and its value to family life;

- about the impact of separation, divorce and bereavement on families and how to adapt to changing circumstances;
 - to know about the statutory and voluntary organisations that support relationships in crisis.
3. **National Curriculum Science**
1. Key Stage 3
 1. that fertilisation in humans is the fusion of a male and a female cell;
 2. about the physical and emotional changes that take place during adolescence;
 3. about the human reproductive system, including conception, the menstrual cycle and fertilization;
 4. how the foetus develops in the uterus;
 5. labour, birth and potential problems;
 6. how the growth and reproduction of bacteria and the replication of viruses can affect health.
 2. Key Stage 4
 1. reproductive system;
 2. monitoring growth of the baby;
 3. the way in which hormonal control occurs, including the effects of sex hormones on the menstrual cycle;
 4. some medical uses of hormones, including the control and promotion of fertility, IVF. Ethics of infertility treatments and foetal investigations;
 5. the defence mechanisms of the body.
4. **SRE** is taught at both Key Stages and appears in each Year's PSHE programme. Parents/carers wishing to see the SRE programme, the materials used and/or the PSHE scheme of work may do so by contacting the Principal. The outcomes for SRE in the Secondary phase are clearly set out in the DfE guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019) and through its curriculum the school seeks to deliver these outcomes.
1. At secondary school level, SRE prepares young people for an adult life in which they can:
 - develop positive values & a moral framework that will guide their decisions, judgements & behaviour;
 - be aware of their sexuality and understand human sexuality;
 - understand the arguments for delaying sexual activity;
 - understand the reasons for having protected sex;
 - understand the consequences of their actions & behave responsibly within sexual & personal relationships;
 - have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationships they want;
 - communicate effectively;
 - have sufficient information and skills to protect themselves and, where they have one, their partner from unintended/unwanted conceptions, and sexually transmitted infections including HIV;
 - avoid being exploited or exploiting others;
 - avoid being pressured into unwanted or unprotected sex;
 - access confidential sexual health advice, support and if necessary treatment; and
 - know how the law applies to sexual relationships.
 2. **Methods of teaching and resourcing:** In the delivery of SRE teachers will use a variety of teaching methods and resources. The following are recognised methods for the effective delivery of SRE:
 1. Discussion and small group work
 2. Role play
 3. Research and presentation

Ground rules are used to create a safe environment for learning. Teachers will also use other teaching methods to enable students to learn about SRE which are age appropriate, taking into account the developmental needs of individual students. Parents/carers are welcome to discuss with teachers their approach to SRE and the methods of teaching and learning that are used.

The school uses a wide variety of resources, including documentaries, textbooks, leaflets and newspapers. Parents/carers are welcome to view these materials. Parent information evenings will be held annually. Some aspects of the SRE programme will be delivered in single gender groups.
 3. SRE will be **monitored** by the school's PSHE Team Leader. They will have responsibility to:
 1. Ensure that SRE occurs in the curriculum according to the schemes of work for Science and PSHE;
 2. Monitor the use of teaching and learning styles;
 3. Monitor the use of teaching materials;
 4. Evaluate the effectiveness of the school's programme.
 4. **Dealing with sensitive issues:** Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about SRE. The following are protocols for discussion based lessons with students:
 1. no one (teacher or student) will have to answer a personal question;
 2. no one will be forced to take part in a discussion;
 3. meanings of words will be explained in a sensible and factual way;
 4. teachers may use their discretion in responding to questions and may say that the appropriate person to

answer that question is the parent/carer.

5. Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow the School's Safeguarding Policies in this matter.

5. **Visitors contributing to SRE:** From time to time as part of a planned module of work the school will invite in local experts on issues relating to SRE as well as using health and other professionals associated with the school. All school associated health and other professionals and visitors will be asked to confirm to the following:
 1. visitors contributing to SRE will do so at the invitation of the school and will be qualified to make an appropriate contribution
 2. visitors must agree with the aims of the school in delivering its policy on SRE;
 3. when in class visitors will be supervised by a member of staff, who will be present at all times;
 4. visitors will follow the school's safeguarding procedures if a disclosure occurs within the classroom setting;
 5. visitors will know & understand where their contribution fits into the programme for SRE & PSHE

6. **Services to Young People** provided through the School: Services are provided for students by health and other professionals attached to the school i.e. School Nurse. It is clear from Government guidelines that when not in a classroom context these professionals are covered by their own professional codes of conduct
 1. Health professionals - Outside the teaching situation, health professionals such as school nurses and doctors can:
 1. give one-to-one advice or information to a pupil on a health-related matter including contraception;
 2. exercise their own professional judgement as to whether a young person has the maturity to consent to medical treatment including contraceptive treatment.
 3. (The criteria for making such decisions are based on the 'Fraser guidelines' and can be found in guidance issued jointly by the Health Education Authority, the British Medical Association, Brook Advisory Centres and others. Any competent young person, regardless of age, can independently seek medical advice and give valid consent to treatment).(Circular 0116/2000

7. **Parental right to withdrawal** from SRE. Parents/carers have the right to withdraw their students from the sex education part of SRE. They do so by contacting the Principal. There is no right of withdrawal from relationships education.

Revision Control Table	
Drawn up by	Nick Shaw
Date	22/09/17
Review schedule	Annual
Reviewed & revised	01/06/18 by DS; 01/06/19 by DS; 01/06/20 by DS; 10/09/21 by DS; 5/9/22 by DS; 10/09/23 by DS; 24/11/24 by DS (minor edits)
Next review	01/12/25