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<b>Signed By:</b>
<b>Approval Committee: Governing Body</b>



**GILLINGHAM SCHOOL**

**Hardings Lane, Gillingham**

**Dorset SP8 4QP**

**SEX AND RELATIONSHIP**

**EDUCATION POLICY**

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### **1: Aims of SRE**

The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE and delivered in a cross-curricular approach, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. It aims to help students develop the skills and understanding they need to live confident, healthy and independent lives. It plays an important role, alongside other aspects of the curriculum and school life, in helping students deal with difficult moral and social questions.

#### **According to the Department for Education, SRE teaching must ensure that:**

*‘Young people gain the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. It should teach young people to understand human sexuality and to respect themselves and others. Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. Pupils should also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. They should understand the benefits of healthy relationships to their mental wellbeing and self-respect.*

*Pupils should be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. There should be an equal opportunity to explore the features of stable and healthy same sex relationships’.*

#### **SRE at Gillingham School prepares 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

Confidently understand their gender identity and the choices of others

Understand human sexuality in all its forms

Understand the arguments for delaying sexual activity

Be aware of the consequences of unprotected sex

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

Have the confidence and self-esteem to value themselves and others

Have respect for individual conscience and the skills to judge when relationships are appropriate or inappropriate

Have sufficient information and skills to protect themselves and their future partner from unintended/unwanted conceptions, and sexually transmitted infections including HIV;

Avoid being exploited or exploiting others

Access confidential sexual health advice, support and if necessary treatment

At Gillingham School we value every child and appreciate the importance of SRE in developing a student's ability to make responsible and well informed decisions about their lives. SRE should therefore provide the basis for lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of effective communication, stable and loving relationships, diversity, equality and personal safety and boundaries. It is also about the teaching of sexual reproduction, sexuality, and sexual health.

The objective of SRE is to help support young people through their physical, emotional and moral development. A successful programme will help young people learn to respect themselves and others as well as being confident with their own identity and the identity choices of others. It aims to help students develop the skills and understanding they need to live confident, healthy and independent lives. It plays an important role, alongside other aspects of the curriculum and school life, in helping students deal with difficult moral and social questions.

Students will learn the significance of self-respect and developing healthy relationships as key building blocks of community and society. LGBT+ relationships are explored within the SRE curriculum alongside developing understanding of a wide range of family circumstances.

The knowledge and understanding of sexual relationships allows students to make informed choices. Sexual law is taught including the legal age of consent, what constitutes consent as well as outlining what the law considers to be sexual assault. These elements are explained with reference to self-respect and the emotional impact of choices and actions.

SRE contributes to promoting the spiritual, moral, cultural, mental and physical development of students at the school and the wider community, and prepares students for the opportunities, responsibilities and experiences of adult life. It also enables them to deal with issues of peer pressure and is linked with education about other risk-taking behaviour such as drug use, smoking and alcohol abuse.

SRE will enable students to understand and identify unacceptable behaviours such as different forms of abuse, sexual exploitation, exploitation via the internet, grooming, forced or arranged marriage or female genital mutilation, and to know how to seek advice and safety. Directed e-Safety talks are delivered in Assembly and reinforced during directed Tutor time as well as by Year Teams.

Gillingham School does not tolerate any bullying or discrimination against protected characteristics as outlined by the Equality Act 2010. Refer to school Behaviour Policy, Inclusion Policy and, for the information of students, to the Gillingham School values.

## **2: How Gillingham School provides SRE**

The SRE programme is led by the PSRE department, and taught by specialist teachers under the leadership of the Head of Department. It is supported throughout the curriculum and pastoral team, and is reinforced by the values and ethos of the school.

- Targeted SRE lessons (within the PSRE curriculum – age appropriate content to KS3 and KS4)
- Science lessons – age appropriate content to KS3 and KS4
- Year group assemblies/presentations - age appropriate content to KS3, KS4 and KS5
- Through subject-based aspects of SRE
- Outside agencies

### **Targeted SRE lessons**

KS3:

Friendships and Bullying

Gambling and Gaming

Puberty and Hygiene

Drugs

Relationships, intimacy and self-respect

Crime and Criminality

Equality and Diversity

Digital Resilience

E-safety

Consent, contraception and conception

Moral thinking  
LGBT+

KS4:

Crime and Criminality  
Drugs  
Parenting  
Pregnancy  
Sexuality and Gender  
Respect and Tolerance  
Relationships, conception and STIs  
Pornography

Students have the opportunity to speak to a member of staff following any Sex and Relationship lesson should they need to and are given the opportunity of asking questions anonymously. Students are also informed of services available to them locally.

#### Science lessons

KS3:

Male and female reproductive organs: structure & function  
Puberty  
Menstrual cycle  
Sexual intercourse & fertilisation  
Gestation & birth

KS4:

Bacterial diseases - gonorrhoea  
Viral diseases – HIV/AIDS  
Sexual reproduction – only from a genetic point of view/Meiosis

#### Year Group Assemblies/presentations

KS3/4:

SEAL - Puberty – emotional and physical changes  
SEAL - Relationships  
Chelsea's Choice presentation – sexual exploitation  
Social Networking – inappropriate use of internet (sexual harassment)  
Drugs & Alcohol talk – Speaker from edasuk.org (Education, drugs, alcohol & substance misuse)

KS5:

Nurse talks – Sexual health/Contraception

Safe Date – Speaker on Domestic Abuse Training Education

Video – Rape on trial in tutor groups

Victim Support – Speaker from the charity who are linked to the police

LGBT – Sexual Health Adviser/Educational Specialist speaker –

Drugs & Alcohol talk – Speaker from edasuk.org (Education, drugs, alcohol & substance misuse)

Samaritans - Speaker from the charity

Cannabis talk - Speaker whose son who died from cannabis

### Subject based aspects of SRE

*Subject teachers follow opportunities for relevant SRE teaching within specific topics*

### Outside agencies\*

\*some of these events may not be possible during period of COVID restrictions – where possible on-line provision will be made

Gillingham School feel it is essential to educate students about SRE beyond the curriculum. We host a wide range of outside speakers and work with local and national agencies to support understanding of wider issues which include, amongst others:

Safer Schools e-Safety

Shadows (drug advisory services)

Chelsea's Choice

Stonewall School Champions

Holocaust Survivor talk

Dorset Sexual Health Nurse for 1:1 high risk cases.

Dorset Community Health Service provision is currently provided by Clare Brocca-Dawkins to work in partnership with the school to provide specific and up-to-date knowledge about sexual health and well-being and contraception but this is also offered by staff within SRE and PSRE sessions. They may form a link between the school and other relevant professionals and services such as local GPs, family planning clinics, Genito-Urinary Medicine (GUM) clinics, and do inform students about the health services that are available in the area if a student requests an appointment. They can advise students about the availability of confidential support through services such as drop-in sessions, such as those available at the Blandford Forum Sexual Health Clinic.

### Further support:

A trained member of staff (Cara Hennis) has the role of e-Safety champion to provide small group and 1:1 e-Safety guidance to vulnerable students

There are two members of staff who are C-Card trained (Ebby Mack and Cara Hennis). The C-Card Scheme was started in 2011 and is provided by the Dorset Sexual Health Service free of charge. The scheme provides free condoms and support for specialist services working with young people between the ages of 13-19 with the aim of reducing the transmission of Sexually Transmitted Infections and the number of unintended teenage pregnancies

### **3: Monitoring and evaluation**

The effectiveness of the programme will be monitored through surveys of student knowledge and understanding of sex and relationship education issues as well as focus groups and feedback from the staff who deliver sessions.

The impact and effectiveness of the SRE curriculum will also be evaluated through the whole school Quality Assurance programme.

### **4: Withdrawal of students from sex and relationship education**

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.<sup>4</sup> They also make Health Education compulsory in all schools except independent schools.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept. Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

This process is the same for pupils with SEND. However there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

## **5: Confidentiality**

Issues of confidentiality are dealt with in the Confidentiality Policy but must be considered alongside the Safeguarding Policy. Child protection procedures must be followed and any concerns reported immediately through MyConcern or by speaking to the DSL or one of the deputies.