

Education Department Policy

Title: Sex and Relationships Education Policy

Date: May 2016

Overview

Sex and Relationships Education (SRE) is lifelong learning about physical, emotional, psychological, sexual and moral development. It is about understanding the importance of consistent, stable and loving relationships within the context of respectful, loving, and caring family life.

It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. Teaching staff, teaching and supporting pupils in schools or colleges, have a responsibility to inform our children and young people of the facts in a sensitive style that will engage and support them, using recognised and evidence based teaching strategies.

Education (Jersey) Law 1999 Article 13 Section 4 states that ‘In discharging his or her duty under this article, the Minister shall have regard to the need for the Jersey Curriculum to be balanced and broadly based and to prepare children for the opportunities, responsibilities and experiences of adult life.’

Some aspects of SRE are taught in science and others are taught as part of personal, social, and health education (PSHE). It is good practice for the SRE policy to be part of the school’s PSHE Policy. SRE plays a vital part in meeting schools’ safeguarding obligations. Some aspects (of PSHE) should be taught in specific lessons, such as sex and healthy relationships education, and others taught across the curriculum. All individuals require age-appropriate education, information and support to help them make informed and responsible decisions.

Scope

The Policy applies to all Education Department (ED) schools and colleges.

Responsibilities and distribution

All ED schools and colleges will have a SRE policy which is aligned to this ED SRE Policy.

This document outlines the overarching ED SRE Policy and also contains guidance for schools and colleges in formulating and reviewing their own policy.

This document sets out to fulfil two purposes:

- 1 To state the guiding principles behind the Aim and Content of SRE Education
- 2 To set out the guidelines for schools and colleges writing or reviewing their own SRE Policy

Policy Aims

This SRE Policy is part of the overall approach to health and well-being adopted by ED in relation to its work with children and young people and aims to.

- Increase students' knowledge and understanding of physical, psychological, emotional and moral development.
- Develop students' personal and social skills to enable them to manage emotions and relationships confidently and sensitively.
- Develop students' knowledge of sexuality and sexual health
- Provide guidance on some of the issues schools may have to tackle when teaching sex and relationship education
- Emphasise the importance of working in partnership with parents and the wider community
- Alert children and young people to ways of seeking additional help and support where necessary

1a The Aim and Content of Sex and Relationships Education

Aims

SRE provides a positive ethos and environment for learning. It aims to safeguard children and young people by:

- Promoting their emotional wellbeing and improving their ability to achieve in school
- Building a better understanding of diversity and inclusion
- Promoting children's and young people's understanding about the legal context and how the law informs us about sex and relationships

- Reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying
- Helping keep pupils safe from harm both on and off line and build confidence in accessing services if they need help and advice

These aims align with the Sexual Health Strategy for Jersey 2015-2020

Planning and Teaching of SRE Education

SRE is provided through curriculum subjects such as Science, Religious Education and PSHE, visits from outside agencies, and other related curriculum areas as part of a student's preparation for adult life.

This information should be age appropriate and include an assessment process for pupils and a school monitoring and evaluation process to measure teaching and effectiveness of the programme. It should

- be delivered in the context of the school as part of the community.
- take account of age, sex, ethnic/cultural/social background of the students at whom it is targeted.
- provide factual and accurate information backed up with consistent advice.
- aim to teach the students the necessary personal and social skills described in the Aims Section above.
- have realistic aims and be consistent with the school's values and ethos
- include an assessment process for pupils and a monitoring and evaluation process to measure learning and effectiveness
- be consistent with the school's Safeguarding and PSHE policy

In addition:

- ED in consultation with schools and PSHE lead teachers, will provide appropriate training for all staff delivering SRE

All schools need to set realistic aims for their SRE which include the above and which are consistent with the values of the school and the laws of society, as well as appropriate to the age of pupils. Schools should ensure that visitors' teaching expertise is sound and that their contribution is consistent with the school's values and approach to SRE.

SRE is delivered primarily through the science and PSHE curriculum. This is enhanced through other areas such as RE.

Statutory guidance:

Science

Key Stage 2	<p>Year 5 Living things and their habitats</p> <p>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>describe the life process of reproduction in some plants and animals.</p> <p>Year 5 Animals, including humans</p> <p>describe the changes as humans develop to old age.</p>
Key Stage 3	<p>Reproduction</p> <p>reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta</p>
Key Stage 4	<p>Health, disease and the development of medicines</p> <p>Communicable diseases including sexually transmitted infections in humans (including HIV/AIDs)</p> <p>Coordination and control</p> <p>hormones in human reproduction, hormonal and non-hormonal methods of contraception</p>

Religious Education

Key Stage 2	<p>Learn from Religion by</p> <p>talking about stories which focus on values, relationships or religious teachings, considering the relevance of this teaching to their own lives;</p> <p>developing an understanding of what it means to belong to a community;</p>
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Key Stage 3	<p>Learn from Religion by</p> <p>developing a sense of responsibility in relation to the community, and relationships within the community; evaluating religious responses to ultimate questions and ethical issues in relation to their own beliefs and values, taking account of other people’s viewpoints, and showing sensitivity to the beliefs and views of others; developing an understanding of how beliefs and values contribute to personal identity;</p> <p>exploring religious and philosophical questions and developing critical awareness of the issues involved;</p> <p>recognising the right of others to hold and practise different religious beliefs.</p>
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PSHE and Citizenship

Key Stage 1 Key Stage 2	<p>Health and Wellbeing</p> <p>what is meant by a healthy lifestyle how to maintain physical, mental and emotional health and wellbeing how to manage risks to physical and emotional health and wellbeing ways of keeping physically and emotionally safe about managing change, including puberty, transition and loss how to make informed choices about health and wellbeing and to recognise sources of help with this how to respond in an emergency to identify different influences on health and wellbeing</p> <p>Relationships</p> <p>how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts how to recognise and manage emotions within a range of relationships how to recognise risky or negative relationships including all</p>
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	<p>forms of bullying and abuse</p> <p>how to respond to risky or negative relationships and ask for help</p> <p>how to respect equality and diversity in relationships.</p>
<p>Key Stage 3</p> <p>Key Stage 4</p>	<p>Health and Wellbeing</p> <p>how to manage transition</p> <p>how to maintain physical, mental and emotional health and wellbeing including sexual health</p> <p>about parenthood and the consequences of teenage pregnancy</p> <p>how to assess and manage risks to health and to stay, and keep others, safe</p> <p>how to identify and access help, advice and support</p> <p>how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; emotional health and wellbeing and sexual health</p> <p>Relationships</p> <p>how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills</p> <p>how to recognise and manage emotions within a range of relationships</p> <p>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</p> <p>about the concept of consent in a variety of contexts (including in sexual relationships)</p> <p>about managing loss including bereavement, separation and divorce</p> <p>to respect equality and be a productive member of a diverse community how to identify and access appropriate advice and support.</p>

Further guidance and resources to support the delivery of PSHE is available from the PSHE Association <https://www.pshe-association.org.uk/>

In addition schools should be aware of up to date advice from the Safeguarding Board on current issues pertinent to SRE and relevant to Jersey.

Parental/Carers Role

Parents/carers have an important role to play in supporting their child's relationships education. This is most effective when

- Family/carers bonds are strong
- there are strong parental/carers monitoring and clear family rules
- open dialogue between parent/carers and child

Parents/Carers should be

- made aware of the school's approach and rationale for SRE
- involved in the planning and review of the SRE programme and policy
- given information about their child's SRE
- made aware of help available to them through local and national sources

Child Protection / Confidentiality

All those delivering SRE need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Should this situation arise, the staff member will inform the Head Teacher /Designated Child Protection person in line with the academy procedures for child protection and safeguarding.

Morals and Values Framework

SRE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to SRE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias.

2 Guidelines for Schools and Colleges Writing or Reviewing their own SRE Policy

All schools must make provision for SRE within their personal, social, health and economic education programme (PSHE).

All ED schools and colleges will have a SRE policy which is aligned to this ED SRE Policy. The PSHE Association provides support in drafting an SRE policy.

[Drafting your SRE policy: guidance from the PSHE Association](#)

The purpose of a school/college SRE policy is to:

- Clarify the legal requirements and responsibilities of the school/college
- Reinforce and safeguard the health and safety of pupils and others who use the school

- Clarify the school's approach to SRE for all staff, pupils, governors, parents/carers, external agencies and the wider community
- Give guidance on developing, implementing and monitoring the SRE education programme
- Ensure that the response to disclosures related to SRE is in line with the Safeguarding policy of ED and the school
- Provide a basis for evaluating the effectiveness of the school/college SRE programme

A Whole School Approach

A whole school approach to SRE should be adopted, this should include:-

- Consideration of policy by the whole school community – staff, parents/carers, pupils, governors and the wider community
- Consistency with schools values and ethos, developed by all members of the school community
- SRE that is a part of a well planned programme delivered in a supportive environment, where pupils feel able to engage in open discussion and feel confident about asking for help if necessary. This is likely to be addressed by a review of the PSHE curriculum
- Policy and practice for managing incidents/disclosure is consistent with teaching
- Pupils needs and views which are taken into account when developing programmes and policies
- Staff having access to training and support
- Support through consistent messages to the family and community.
- Reference to the Sexual Health Strategy for Jersey 2015-2020

This policy was written to incorporate relevant information from the following sources:

- Safeguarding Policies, An Overview March 2014 (ED Document)
- The Jersey Curriculum (ED Document)
- PSHE Association (website)
- Sexual Health Strategy for Jersey 2015-2020 Health and Social Services Document)
- Safeguarding Partnership Board (Advisory group)

CHANGE HISTORY

Version	Date Issued	Issued by	Reason for Change
0.1	9 th June 2015	14-16 Co-ordinator	First Draft for review
0.2	23 rd June 2015	14-16 Co-ordinator	Amendments from Sarah Johnson incorporated
0.3	16 th November 2015	14-16 Co-ordinator / Professional Partner to Schools	Amendments from Designated Safeguarding Officer
0.4	5 May 2016	Professional Partner to Schools	Amendments as requested by SMT
0.5	10 May 2016	Project Manager	Amend name of Department following transfer of functions; update broken weblink

APPROVAL

Presented To	Approved by:	Date
Secondary Head Teachers		
Primary Head Teachers		
Police / Honorary Police		
Senior Management Team		
ED Minister		

ADDITIONAL INFORMATION

Planned review date:	Distribution:	
Associated policies	Name	Reference