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**The Forge School**

**Sex and Relationships Policy**

**Reviewed: September 2022**

**Ratified by Governors: 24th November 2022**

**New Review due: July 2024**

**Person responsible: Daniel Smith**

**Sex and Relationships Education (SRE) Policy**

**Policy Formation and Consultation Process**

**Context/Introduction**

“All schools must have an up to date SRE policy which is made available for inspection and to parents. The policy must:

* Define sex and relationship education;
* Describe how sex and relationship education is provided and who is responsible for providing it;
* Say how sex and relationship education is monitored and evaluated;
* Include information about parents’ right to withdrawal; and be reviewed regularly”

# Legislation

This policy will be compliant with the following guidance:

* DfE ‘Sex and Relationship Education Guidance’ 2000
* DfE ‘Science programmes of study: key stages 1 and 2’ 2013
* DfE ‘Science programmes of study: key stage 3’ 2013
* DfE ‘Science programmes of study: key stage 4, ’ 2014

**Sex and Relationship Education Guidance (DfEE 0116/2000)**

SRE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health. Research demonstrates that good, comprehensive SRE does not make young people more likely to become sexually active at a younger age.

Our school policy is based on the Department for Education guidance *Sex and Relationship Education Guidance* (DfEE 0116/2000). We ensure that our policy meets the requirements set out in these regulations. Governors take seriously their responsibility to ensure pupils are protected from inappropriate teaching materials for children of their age.

SRE is part of the personal and social development (PSD) curriculum in our school. Our school community, and the society we belong to is diverse in belief and practice; we actively encourage a respect for different lifestyles and as with other areas of the curriculum, examine a range of religious, cultural and moral approaches to relevant issues. We encourage our pupils to understand and respect that diversity.

**Aims and Objectives of the School SRE Policy**

Our aim is to provide a curriculum which is supportive of the whole school aims. We will teach pupils about:

* the physical development of their bodies as they grow into adults;
* the way humans reproduce;
* the responsibilities of adult life;
* the importance of strong relationships and being able to differentiate between different types of relationship;
* the development of respect for others;
* The development of appropriate behaviour within their family and

society.

**Organisation of School SRE Policy**

Sex and Relationships Education should be accessible to all pupils, irrespective of gender, ethnic background, physical and cognitive ability (see Equal Opportunities Policy). There may be issues of age, readiness and appropriateness as pupils move through the school.

Although all pupils will follow a PSD curriculum, we teach sex education through different aspects of the curriculum (for example, science). In PSD we teach pupils about relationships and encourage them to discuss issues.

**Specific Classroom Organisation**

The pupils may be divided into small groups or be given individual sessions for PSD sessions. All pupils work on understanding or experiencing the way their bodies function, looking after our bodies, safety and relationships (people in our lives). During Key Stage 3, pupils will start work on aspects of sex and relationships. Parents will be notified when pupils are starting this area of work.

**Assessment, Recording and Reporting**

The staff will review progress and evaluate the work at the end of each scheme of work or mid-term plan. This will follow the same pattern as in other curriculum policy documents.

**Resources**

The resources used will be selected to support our aims for SRE and Equal Opportunities policies. Resources will be appropriate to age, maturity and special learning needs of our pupils.

**Specific and Sensitive Issues**

The school nurse visits half termly and any pupil requiring advice regarding contraception should be referred to the school nurse. Their wishes for confidentiality should be respected. The school would support pupils or staff infected or affected by HIV or other related conditions in consultation with the LA, Primary Care Trust and the School Nurse.

**At Risk Issues**

Students need to know that there are some issues which cannot remain confidential. The

teacher would assess whether the young person is at risk follow the LA Guidelines on Child or Adult Protection Issues.

**Inappropriate Questions / Behaviour / Responses**

The pupils at The Forge School have social, emotional or mental health difficulties and may ask inappropriate questions or behave in an inappropriate manner. The teacher would assess the context of the behaviour and deal with it accordingly. This may involve individual sessions for the pupil outside the group. The teacher would need to be sensitive to the student’s individual learning difficulty and communication problems and support for pupils and their families is available from our learning mentors if required.

We would ensure that any visiting teacher is aware of the school’s SRE Policy document and teaches within that framework.

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# Bullying incidents

The Forge School has a zero tolerance approach to bullying. Any bullying incidents caused as a result of the sex and relationship education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school.

Any occurrence of these incidents should be reported to a member of school staff, who will then discipline the pupil once he/she is on school premises.

These incidents will be dealt with following the process in our behaviour policy.

The headteacher will decide whether it is appropriate to notify the police of parents for action taken against a pupil.

**The Law and Sexual Activity**

We will ensure that students are made aware of aspects of law that relate to sexual activity. Sex and relationships education will be taught in the context of celebrating diversity. Our approach to SRE will include sensitive, honest and balanced consideration of sexuality. Our pastoral support will take account of the needs of gay, lesbian or bi-sexual students. We shall also actively tackle homophobic bullying.

**Working with Parents/Carers**

We feel that successful SRE takes place when we work in partnership with parents. We wish to build a positive and supporting relationship with the parents/carers of pupils at our school through mutual understanding, trust and co-operation.

Parents/Carers have the right to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent/carer wishes their child to be withdrawn from sex education lessons, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

**The role of other members of the community**

We encourage other valued members of the community to work with us to provide advice and support to the pupils with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme. Other people that we may call on include religious groups, social workers and youth workers.

**The role of the headteacher**

It is the responsibility of the headteacher to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively. It is also the headteacher’s responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The headteacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

**Monitoring and Evaluating Policy**

Our SRE policy is examined on an annual basis. This Curriculum Committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents/carers about the sex education programme, and makes a record of all such comments.