



# THE ALTUS SCHOOL

# SEX & RELATIONSHIPS EDUCATION POLICY

Date Approved: November 2022

Date of Review: November 2024

All our safeguarding related policies are listed below and available to view on our school website:

- Acceptable Use Policy
- Allegations of Abuse Against Staff Policy
- Anti-Bullying & Hate Crime Policy
- Attendance Policy
- Behaviour Policy (including the principles governing our Behaviour Policy)
- Drugs Policy
- Early Help Offer/SEND Information Report
- Health and Safety Policy
- Learning Outside the Classroom Policy (Educational Visits)
- Minibus Policy
- Safeguarding Policy
- SEND Policy
- Sex and Relationships Policy
- Supporting Pupils with Medical Conditions

## **PURPOSE**

- Department for Education Guidance defines Sex and Relationship Education (SRE) as: “Lifelong learning about physical, moral, and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love, and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching. It is about teaching relationship education in primary schools, relationship and sex education in secondary schools and health education across all. These subjects will support all young people to be happy, healthy, and safe. Equipping them for life as an adult in British society.”

Gloucester and Forest Alternative Provision School takes pride in offering a broad, balanced, and relevant curriculum, catering for pupils of all abilities and backgrounds. Included in this curriculum PSHE/citizenship is seen to have a vital role and appears on the timetable as a discreet subject- Mindcraft. It is in these lessons that most of the Sex and Relationship Education (SRE) is delivered, but it is supported and complemented by work in other subjects and by the ethos of the school as a whole.

## **Policy Formation and Consultation Process**

People involved in the formulation of the SRE Policy included:

- Alternative Provision School Head Teacher.
- PSE/Citizenship Co-ordinator.
- Head/Deputy Head Teachers.
- Teachers.
- Pupils.
- Parents.
- Gloucestershire advisor for PSHE/Citizenship.
- Health Promotion Officer HIV/AIDS and Sexual Health.

The stages/processes undertaken include consideration of other policies and an audit of existing sex/relationship education delivered by Gloucestershire Alternative Provision Schools.

Issues considered include: the needs of pupils, parents’ attitudes and needs, Local Authority guidelines, Department for Education guidelines, the need for confidentiality.

## **SCOPE**

Bearing the above in mind, the aim of the SRE policy in line with Gloucester and Forest Alternative Provision Schools’ overall aims, reflected in the policy for PSHE/Citizenship and clearly stated in section 351 of the National Curriculum, is to promote “the spiritual, moral, cultural, mental and physical development of pupils” to enable them to be prepared for “the opportunities, responsibilities and experiences of adult life.”

## Objectives

### **Attitudes and Values.**

- To learn the importance of values, individual conscience, and moral considerations.
- To learn the value of family life, marriage, and stable and loving relationships for the nurture of children.
- To learn the value of respect, love, and care.
- To understand and consider moral dilemmas.

### **Personal and Social Skills.**

- To develop critical thinking and decision-making skills.
- To be able to manage emotions and relationships confidently and sensitively.
- To develop self-respect and empathy for others.
- To be able to make choices based on an understanding of difference and with an absence of prejudice.
- To appreciate that choices have consequences.
- To manage conflict and be able to recognise and avoid exploitation and abuse.

### **Knowledge and understanding.**

- To understand the physical development of the human body and the function of reproductive organs.
- To understand human sexuality and the fact that sexual activity is a natural part of a fulfilling human relationship.
- To explore and understand methods of contraception.
- To explore and understand sexually transmitted diseases including HIV and AIDS.
- To know about the range of local and national sexual health advice, contraception, and support services.
- To understand the reasons for delaying sexual activity and the benefits to be obtained from such delay.
- To be able to avoid unplanned pregnancy.

## **Moral Values and Framework**

Teachers will take such steps as are reasonably practicable to ensure that sex education is taught within the framework of a due regard to moral considerations and value of family life. (Teachers should consider representations or advice from religious groups and minority ethnic communities).

## **Content of SRE Programme**

During their time with the school, pupils will not necessarily be taught in year groups. Both in its taught and informal aspect SRE will be focused on individual need although a PSHE/Citizenship scheme of work is provided for general guidance.

In KS1/2 pupils will cover learning in the following areas.

## **Relationships education overview**

### **Families and people who care for me**

By the end of primary school, pupils will know:

- That families are important for them growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

### **Caring friendships**

By the end of primary school, pupils will know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust.
- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

### **Respectful relationships**

By the end of primary school, pupils will know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

## **Online relationships**

By the end of primary school, pupils will know:

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

## **Being safe**

By the end of primary school, pupils will know:

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.
- That it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.

- How to ask for advice or help for themselves and others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example, from their family, their school and other sources.

## **Health education overview**

The focus at primary level is teaching the characteristics of good physical health and mental wellbeing.

### **Mental wellbeing**

By the end of primary school pupils will know:

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
- The scale of emotions that humans experience in response to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- How isolation and loneliness can affect children and that it is very important they discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

### **Internet safety and harms**

By the end of primary school, pupils will know:

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.

- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why social media, some computer games and online gaming, for example, are age-restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online, including understanding that information (inclusive of that from search engines) is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

## **Physical health and fitness**

By the end of primary school, pupils will know:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle, including obesity.
- How and when to seek support, including which adults to speak to in school if they are worried about their health.

## **Healthy eating**

By the end of primary school, pupils will know:

- What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on diet or health.

## **Drugs alcohol and tobacco**

By the end of primary school, pupils will know:

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

## **Health and prevention**

By the end of primary school, pupils will know:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

### **Basic first aid**

By the end of primary school, pupils will know:

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

### **Changing adolescent body**

By the end of primary school, pupils will know:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing and key facts relating to the menstrual cycle.

### **Sex education**

All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum.

Parents and carers are fully consulted in the organisation and delivery of our sex education curriculum.

The age and development of pupils is always considered when delivering sex education.

In KS3/4 pupils will cover learning in the following areas.

- Human biological development and reproduction – Key Stage 3 Science.
- Sexually Transmitted Diseases including AIDS – Key Stages 3 & 4, PSHE, Key stage 4 Science.
- Methods of Contraception – Key Stages 3 & 4, PSHE KS3 and 4 Science.



- Local and National Sexual Health agencies and services – Key Stages 3 & 4, PSHE.
- Exploration of adolescent development, puberty, body image, menstruation, and masturbation – Science, Key Stage 3 and 4, PSHE.
- Raising awareness of the influence of family and cultural values on emotional and social development – PSHE, Key Stage 3.
- Raising awareness of gender, roles and stereotypes in society – Key Stages 3 & 4, PSHE, Drama work generally, History, Geography all years.
- Development of skills – assertiveness and ability to say ‘No’ – PSHE work throughout the course.
- Communication skills – both verbal and non-verbal covered in some way in most subjects.
- Negotiation skills – English throughout the course, - PSHE, Key Stages 3 & 4.
- The availability of local and national support agencies – PSHE/Citizenship, Key Stages 3 & 4.

**Above named are examples of areas of the curriculum that contribute to the topics directly and regularly. There will, however, be times when these topics arise in discussion as part of the everyday work in many other situations.**

## **Who Will Teach It?**

Within each Centre, staff contribute to the teaching of SRE either in a formal or informal context. On occasion visitors with expertise will be used to deliver sessions. Visitors such as health professionals, social workers and youth workers may make a valuable contribution to SRE, but they should complement and not be a substitute for the teacher. It is the teacher’s responsibility to plan the lessons and sample lesson ideas are available in the Mindcraft / PSHE resources.

## **Training Provision**

All staff have access to training and regular updates.

- Methodology and approach: In line with the aims of the programme a variety of methods and approaches will be used including:

- Action research.
- Brainstorming.
- Debates.
- Discussion.
- Group work.
- Role play.
- Visiting speakers.

- The language used will be appropriate to the topic discussed and following agreements between staff and students. Controversial topics will be dealt with in an appropriate manner for the age and ability of the student.

## **Specific Arrangements**

Sex education will be taught in mixed sex groups. However, on some occasions single sex group discussions may be beneficial.

## **Curriculum Entitlement**

All pupils are entitled to have access to all aspects of Sex Education Programme according to age, aptitude, and development.

## **Procedures for reviewing the effectiveness of the programme will include:**

- Class observations.
- The use of evaluation forms.
- Individual/group reports to teachers.

The effectiveness of the programme will be assessed in the light of feedback from staff, students, and parents.

## **Resources**

These will be relevant, effective, up-to-date, and appropriate to the age of the students.

Language and visuals need to be clear and easily understood. All schools should be aware of local agencies that could be used as a resource. All resource material will be made available to parents for viewing on application to the Head/Deputy Head Teacher.

## **Dissemination of the Policy**

*All our safeguarding related policies are available to view on our school website*

*Anti-Bullying & Hate Crime Policy*

*Behaviour Policy (including the principles governing our Behaviour Policy)*

*Safeguarding policy*

*Sex and Relationships Policy*

*Health and Safety Policy*

*Allegations of Abuse Against Staff Policy*

## **Parents' Right of Withdrawal**

It is the right of any parent to withdraw their child from any, or all of Gloucestershire Alternative Provision Schools' Sex and Relationship Education Programme; except those aspects taught in the core curriculum, eg Science lessons. Should any parent wish to exercise this right then they should apply to the Head/Deputy Head Teacher for details of the withdrawal procedure. Any decision to withdraw a child from SRE should be balanced with their right to access the curriculum. The withdrawal procedure asks parents to explain how their child will receive SRE if not through the school offer.

## **IMPLEMENTATION AND REVIEW**

The policy will be subject to review on a bi-annual basis and parents will be consulted with.