

# Friern Barnet School

## Sex and Relationships Education Policy



<b>Last Reviewed:</b>	March 2024	<b>Next Review:</b>	March 2026
<b>Approved By:</b>	Teaching and Learning Committee	<b>Date:</b>	25/03/2024

## **Rationale**

The sex and relationships education (SRE) programme and policy reflect the wide social, cultural and religious natures of our students. SRE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

SRE involves a combination of sharing information, and exploring issues and values.

## **Aims**

At Friern Barnet School we believe that our sex and relationships programme is an educational entitlement for all students. We believe that by carefully considering our programme and its delivery we can play an important part in the development into adulthood for each of our students. We also believe that parents and carers play a vital and complimentary role in our aims to:

- encourage personal responsibility in all forms of behaviour
- encourage self esteem and respect for self and others
- encourage the exploration and clarification of attitudes and values
- enable the development of interpersonal skills
- enable the development of a moral perspective
- provide accurate and appropriate information about how the body works, sexuality, reproduction, sexually transmitted diseases and all aspects of sexual health
- help young people understand the information that is presented and the issues of concern at the time

## **Practice**

### **Values and Beliefs**

We will support and encourage all students to show:

- respect, the valuing of themselves and others cultures
- understanding and sensitivity towards the needs and views of others
- responsibility for their own actions
- responsibility to the school, their family and the wider community
- an understanding and demonstration of healthy relationships

### **Skills and Attitudes**

Students will be helped to develop the following skills and attitudes:

- good communication, including how to manage changing relationships and emotions
- appropriate assertiveness
- informed decision making
- the ability to recognise and use opportunities to develop a healthy lifestyle
- strength of character and ability to resist peer pressure

- a willingness to show openness, empathy and understanding
- sensitivity towards the opinions and values of others
- recognising and maximising a healthy lifestyle
- managing conflict

## Organisation

Sex and relationships education is delivered through the personal development curriculum. The pastoral teams for each year led by Heads of Year contribute to the planning, implementation and review of the SRE programme. School nurses and a range of outside agencies are involved in helping deliver a range of topics, progressing in content and complexity as the students mature in age.

### The Delivery of the Sex and Relationships Programme is through:

- **themed collapsed days** (currently each year group has one of these each year that focuses on sexual development and relationships.)
- planned and discrete sections of work within religious education
- science lessons on reproduction
- addressing moral and ethical issues which may arise from apparently unrelated topics in all subjects. (Within this category, as long as any discussions take place within the context of the subject, it will not be deemed to be part of the sex and relationships education programme. It will therefore not be subject to the right of withdrawal by parents or carers.)

## Curriculum Content

### Key Stage 3

Students will be 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 eg Vaping
- that good relationships can promote physical and mental health
- Toxic masculinity
- about human reproduction, contraception, sexually transmitted infections, HIV and high-risk behaviours including early sexual activity, all in a context of the importance of relationships
- about the nature of friendship and how to make and keep friends
- the changing nature of, and pressure on, relationships with friends and family and when and how to seek help and advice if necessary
- 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

## **Key Stage 4**

Students will be taught:

- about the health risks of early sexual activity and pregnancy and about safer choices they can make eg Vaping
- how different forms of contraception work, all in the context of the importance of relationships
- where to get advice, in order to inform future choices
- how to talk about relationships and feelings
- Toxic masculinity
- about the nature and relationships of marriage for family life and bringing up children
- about the role and responsibilities of being a parent, and the qualities of good parenting and its value to family life
- about the impact of separation, divorce and bereavement on families
- about the statutory and voluntary organisations that support relationships in crisis

## **Teaching Approaches**

A variety of approaches are used to give students relevant information, to enable moral issues to be explored through discussion and to acquire appropriate skills (group work, peer discussion, teacher questioning and mini role plays). Outside speakers and theatre companies may be involved in the delivery of specialist areas. Care is taken when inviting guest speakers and theatre companies into the school. Clear guidance is given as to the school's expectations and the need to provide a moral and non judgmental stance. Pupils have PSHE books to write down key ideas and terms.

## **Student Groupings**

Students are taught tutor groups which are in mixed ability and gender groups. When there is a specific need, arrangements will be made to teach students in appropriate groupings. For example, as part of our KS3 provision some lessons on menstruation will be delivered in separate gender groups. As with all lessons, students with special needs will be carefully considered. ARP students and PSHE lessons are provided by the ARP co-ordinator in conjunction with the PSHE lead practitioner.

## **Staffing**

With regard to sex and relationships education it is important that the staff feel comfortable with the subject matter. All staff are involved with the tutor system which is seen as being a vital part of their role in forming positive relationships with students. Any staff who feel that they may have difficulty in tackling an area of sex and relationships education will be treated in confidence and with sensitivity.

## **Specific Issues**

The following issues may occur and staff, students and governors need to be aware of the following procedures:

### **a) Confidentiality and Advice**

Students will be made aware that some information cannot be held confidential, and will be helped to understand that if certain disclosures are made certain actions will ensue. At the same time students will be offered sensitive and appropriate support. The following procedures will be adhered to by all adults.

1. Disclosure of pregnancy or advice on contraception –the following procedure will ensure that students who are in difficulty know that they can talk to an adult in the school and that they will be supported:

- professional information and guidance will always be sought from a health professional
- the school will always encourage students to talk with their parents first
- students will be asked whether they can tell their parent(s) and whether they want help in doing this. (If this takes place subsequent responsibility then lies with the parent(s). The family will be offered support from the school if required)
- if students refuse to tell their parent(s) the adult will refer them to a health professional
- the adult should report the incident to the Head Teacher who will consult with the health professional about informing the parent(s)
- every effort will be made to offer advice and support in consideration of the family and student

2. If there is a disclosure or suspicion of possible abuse – the school’s child protection procedures will be triggered

### **b) Family Life**

The value of family life is important in the consideration of relationships. This will be approached through a consideration of the qualities and relationships between the different members in the family. There will be an emphasis on stability, respect, care and support.

As part of the sex and relationships education programme issues of contraception, HIV/AIDS, sexuality and abortion are addressed in an appropriate way to each year group. Facts are always presented in an objective and balanced way. Students are encouraged to consider their attitudes and values within an overall moral framework. They will be made aware of the difference between fact, opinion and religious belief and given opportunity to discuss these issues.

### **c) Complaints Procedure**

Any complaints about the sex and relationships education programme should be made to the Head Teacher who will follow usual complaints procedures for dealing with complaints including involving the governing body when appropriate.

### **d) Parental Partnership**

Under the Education Act 2011, parents and carers have the right to withdraw their children from all or part of the sex and relationships education programme. Parents wishing to exercise that right are asked to contact the appropriate Head of Year. Once a child has been withdrawn they cannot take part in later sex and relationships education without parental approval.