



IMPACT PUPIL REFERRAL UNIT

SEX AND RELATIONSHIPS EDUCATION POLICY

APPROVED BY GOVERNORS: September 2023
POLICY TO BE REVIEWED: September 2024

Sex and Relationships Education Policy

Background

Sex and Relationship Guidance DfES 0116/2000 identifies three main elements of sex and relationship education:

- Attitudes and values
- Personal and social skills
- Knowledge and understanding

The Sex and Relationship Guidance DfES 0116/2000 requires all schools to have an up-to-date policy that is made available for inspection by parents and carers. The policy must:

- Define sex and relationship education.
- Describe how SRE is provided and who is responsible for providing it.
- Outline how SRE is monitored and evaluated.
- Include information about parents' right to withdraw their child.
- Specify that the curriculum will be reviewed regularly.

QCA teachers' handbook 'Sex and Relationship Education, healthy lifestyles and financial capability' 2005 states that:

'Effective sex and relationship education is essential if young people are to make responsible, informed, and healthy decisions about their lives, both now and in the future. A successful program will help young people to learn to respect themselves and others and move confidently from childhood through adolescence and into adulthood. The most appropriate context for SRE provision is as part of a wider program of PSHE. The school's SRE provision should also include those aspects that form part of the national curriculum program of study for science.'

Impact School

Impact PRU consists of the Oakfield site and Daleacre site, both of which are pupil referral units based in Formby and Thornton, serving pupils from years 7 to 11 within the local Sefton authority. The student population is approximately 90 pupils with fluctuating enrolment due to students regularly transitioning to mainstream or alternative education. A significant percentage of Impact School's students have social, emotional, or mental health difficulties, with many having additional educational needs. Many pupils arrive with significant gaps in education, and therefore, RSE education at Impact must give students more opportunities to learn this information than they would if attending a mainstream school.

Policy Aims

The aim of the sex and relationships education policy at Impact School is to determine the content and manner in which the sex and relationships program is taught in school.

Objectives of the SRE Program

The objectives of the SRE program at Impact School are as follows:

- To develop knowledge, skills, and attitudes to support young people during physical, social, and emotional changes as they grow older, preparing them for puberty.
- To develop skills enabling students to manage positive relationships.
- To provide accurate, non-biased information that empowers students to make informed decisions about their sexual health and fosters sensitivity and tolerance towards diverse choices.
- To ensure students know where to access appropriate help and support, such as the school pastoral system and confidential sexual health services, and possess the skills and confidence to use these services.
- To encourage students to discuss sensitive and controversial issues, express their viewpoints while supporting the self-esteem of others who may disagree, and be discerning about the information they access through the media.
- To enhance students' self-esteem and confidence, especially in their relationships with others.
- To develop students' skills for a healthier, safer lifestyle.
- To enhance students' communication and assertiveness skills to cope with peer and media influences, enabling them to make informed decisions.

Learning Outcomes for SRE at Impact School

By the end of Key Stages 3 and 4, students at Impact School will have had opportunities to gain knowledge and skills necessary to build and maintain healthy relationships, including sexual relationships. They will also have considered their own and others' attitudes towards relationships and sex while developing positive values to guide them in making healthy choices in future relationships.

Values

The teaching of sex and relationship education at Impact School recognizes the range of values and morals held within the school community. The aim of SRE in this school is to encourage students to make informed decisions and provide challenges to enable them to determine their own values within a moral framework. Handling sensitive and controversial issues develops important skills such as listening, arguing a case, dealing with conflict, and distinguishing between fact and opinion. All those who teach aspects of SRE

within school, including visitors, are expected to be guided by the following values framework, which represents the values held in common by the whole school community. The teaching of SRE will encourage students to:

- Value and respect themselves.
- Value and respect others for who they are, not for what they have or what they can do.
- Value healthy sexual relationships based on mutual respect, care, and goodwill.
- Value and respect differences in people's religion, culture, sexual orientation, physical and mental ability, and social background.
- Value and respect their own and others' rights to make choices in sexual relationships after accepting responsibility for considering the consequences of those choices.
- Value stable and loving relationships as the nurturing environment for children and the foundation of a caring society.
- The personal beliefs and attitudes of teachers will not influence the teaching of sex and relationship education at Impact School.

Key Factors

It is important to remember that students at Impact School come from diverse backgrounds with varying beliefs and understandings. It is vital that the self-esteem of the student is never compromised when discussing sensitive issues such as families or sexual behaviour. The majority of parents and carers support the teaching of PSHE and SRE; however, the school aims to provide a program that is most appropriate for its students. It is good practice in SRE to provide education before the event, covering topics such as puberty and contraception before students experience these changes. This ensures that students have the knowledge and skills to support them through change.

The Organization of Sex and Relationship Education

See the end of this policy for the Scheme of Work. The curriculum is developmental and is taught as part of the PSHE and personal development lessons. SRE is audited and reviewed regularly to ensure that it meets the needs of the young people it is aimed at. All children and young people are entitled to good-quality SRE that meets their needs. In Key Stages 3 & 4, specialist teams of teachers comfortable with the sensitive nature of the subject are used to teach certain topics. School nurses and visitors also have a role to play. Some lessons may be conducted by outside agencies or as workshops during special health days. Lesson content may vary from class to class depending on the maturity and needs of the different cohorts. There may be opportunities to work in single-sex groups, particularly beneficial to boys who may find it useful to have a male teacher to talk to. Sex and Relationships Education will be taught in the following ways:

- As topics as part of the PSHE program.
- Through Science.

- Through the pastoral system.
- Through planned visits by the school nurse, parents, babies, etc.

In order to maintain distance and ensure that students do not share personal details about themselves or others, it is important to establish ground rules at the start of any sex and relationship education lessons. These rules can be developed with students and should ensure that appropriate language is used in the classroom and that nobody is made to feel uncomfortable or unable to participate. A range of teaching approaches can be used to ensure that students feel comfortable discussing sensitive and controversial issues with their peers and with adults. These approaches include small group work, media, discussion, case studies, drama, and role play. Issues related to Sex and Relationships Education Teachers will bring their own values and beliefs to any SRE lessons; however, it is important to maintain a non-judgmental approach and accept that students and their families will have different values and beliefs. Within the school community, there will be a range of sexuality, and it is important that the curriculum acknowledges the diversity of sexuality within the SRE curriculum, such as showing same-sex families. Homophobic language or attitudes must be challenged.

Dealing with Difficult Questions

Ground rules are essential to provide an agreed structure for answering sensitive or difficult questions. Teachers will answer students' questions in an honest and sensitive way appropriate to their age, maturity, religious and cultural background. If faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. This may involve referring the child back to their parents, school health advisor/school nurse, or young person's health drop-in service for an answer or seeking advice from the Science coordinator or Senior Leadership Team. If teachers wish to, they may facilitate the use of an anonymous question box as a distancing technique.

Use of Visitors

Visitors to school, such as parents, health professionals, and members of voluntary organizations, may be invited to plan and contribute to SRE lessons. They will be given a copy of this policy and will be expected to work within the values framework described within. The WAU co-coordinator will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the school's SRE program. A teacher will be present during the lesson.

Terminology

OFSTED guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts while acknowledging common terms used by some people.

Children with Special Needs

Teaching and resources will be differentiated as appropriate to address the needs of these students to ensure they have full access to the content of sex and relationship education. This differentiation will be done by the student's individual class teacher to ensure the lesson content is appropriate and easily understood by the student.

Monitoring and Evaluation of SRE

The Science co-coordinator collects evidence for the monitoring and evaluation of the SRE program through lesson observations, monitoring lesson plans, and gathering feedback from teachers and students. Feedback is obtained from group discussions with teachers and students. Parents' views are invited at parents' evenings.

Withdrawal of Students from Sex and Relationship Education and Complaints Procedure

It is important that parents and carers are informed when the SRE lessons will take place and their content. This enables them to open a dialogue with their children if they wish and supports the partnership between parents and the school. The staff are more than willing to discuss with parents and carers any matters they are concerned about, and the school policy will be available to all parents who wish to read it. It is important that there is no conflict of information. Any complaints or concerns about the SRE program should be taken to the class teacher; if the teacher cannot resolve the situation, then the headteacher should be informed.

"Relationships Education, Relationships and Sex Education (RSE), and Health Education" statutory guidance came into effect in 2020. Parents and carers can withdraw their child from the sexual element of RSE, but not the relationships element. Parents, carers, or guardians wishing to exercise this right are invited to discuss their concerns and arrangements for their child with the class or head teacher. Parents, carers, and guardians should be informed of this right, either in initial information when a child is starting at the school or before the SRE is due to be taught. Schools do not need to seek parents' permission as such but must ensure that parents have had the opportunity to withdraw their students should they wish to do so.

Equal Opportunities

All students are entitled to receive sex and relationship education regardless of ability, gender, race, religious belief, or grouping. Through sex and relationship education, we seek to develop a positive view of female and male sexuality. It is our intention that all students have the opportunity to experience a program of SRE at a level appropriate for their age and physical development, with differentiated provision if required. Objective discussion of the diversity of personal, social, and sexual preference in relationships will take place in SRE, and prejudiced views will be challenged to encourage

tolerance. Any bullying around sexual behaviour or perceived sexual orientation arising from this prejudice will be dealt with as a serious matter.

Child Protection

The school has a child protection policy available on request. All concerns should be reported to the DSL at the earliest opportunity.

Safeguarding / Confidentiality

Although parents, guardians, and students are encouraged to talk to each other, a teacher may keep information and discussions confidential if requested to do so by the student. They may seek guidance from the designated person without breaking confidence. Teachers must break confidence if it is an issue of child protection or if they think it is in the child's best interest to do so. In seeking to support the welfare of students, the school will usually inform parents, guardians, or carers. Occasionally, this may be against the wishes of the student and/or may place the student at risk. On these rare occasions, the school may act in the best interests of the student without informing parents, guardians, or carers. The staff member will inform the Head Teacher (J Webb) / Designated Child Protection (R Shields) person in line with the LA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

Procedure for Supporting Those Infected with HIV or Hepatitis B or C

HIV/AIDS will be covered as part of the Sex and Relationships program. The school is aware that it does not need to be informed if any member of the school community is infected or affected by the HIV virus. If they are made aware, this information will be kept strictly confidential. The school already operates health and safety procedures to reduce the risk of transmission of HIV and other diseases. Students will learn these as part of the day-to-day running of the school.

Under 16s' Entitlement to Confidential Health Advice and Treatment

The School Nurse and other health professionals follow guidelines that allow them to give advice and treatment to young people under 16 years old without the knowledge or consent of the parents/carers if that is in the young person's best interests. They will, however, encourage the young person to talk to their parents/carers. Only in cases where there is abuse or serious risk of harm would the health professional follow the county child protection procedure and breach the young person's confidentiality. The young person would be kept fully informed at all stages of the procedure. When the school nurse sees students on a one-to-one basis, she will follow these professional guidelines. In PSHE lessons, however, she must follow the same guidelines as teachers.

SRE lessons will inform students of their entitlement to seek confidential help, including contraceptive and sexual health advice and treatment, and they will

be taught about how they can access local services for this both inside and outside school.

Safeguarding

There may be occasions when a teacher learns that a student under 16 is having or contemplating having sexual intercourse. In this case, the teacher will:

- Make sure the student is aware of the need to seek contraceptive and sexual health advice and knows how to get this.
- Encourage the student to talk to a parent/carer.
- Refer to the DSL officer who will decide whether there are child protection issues: underage sex or a suspected pregnancy are not, in themselves, child protection issues unless the student is under thirteen years of age, there is coercion or abuse. The student will be kept fully informed at all stages. Please refer to the Safeguarding and sexually active young people guidance. A student with a learning disability may be more vulnerable and may need additional support to ensure they understand the implications of their actions.

Review and Revision

This policy will be reviewed annually or as needed in response to changes in legislation, school circumstances, or guidance from local and national bodies. This policy will be reviewed by the school's governing body and approved by the Head Teacher.

Date of Next Review: September 2024

Appendices

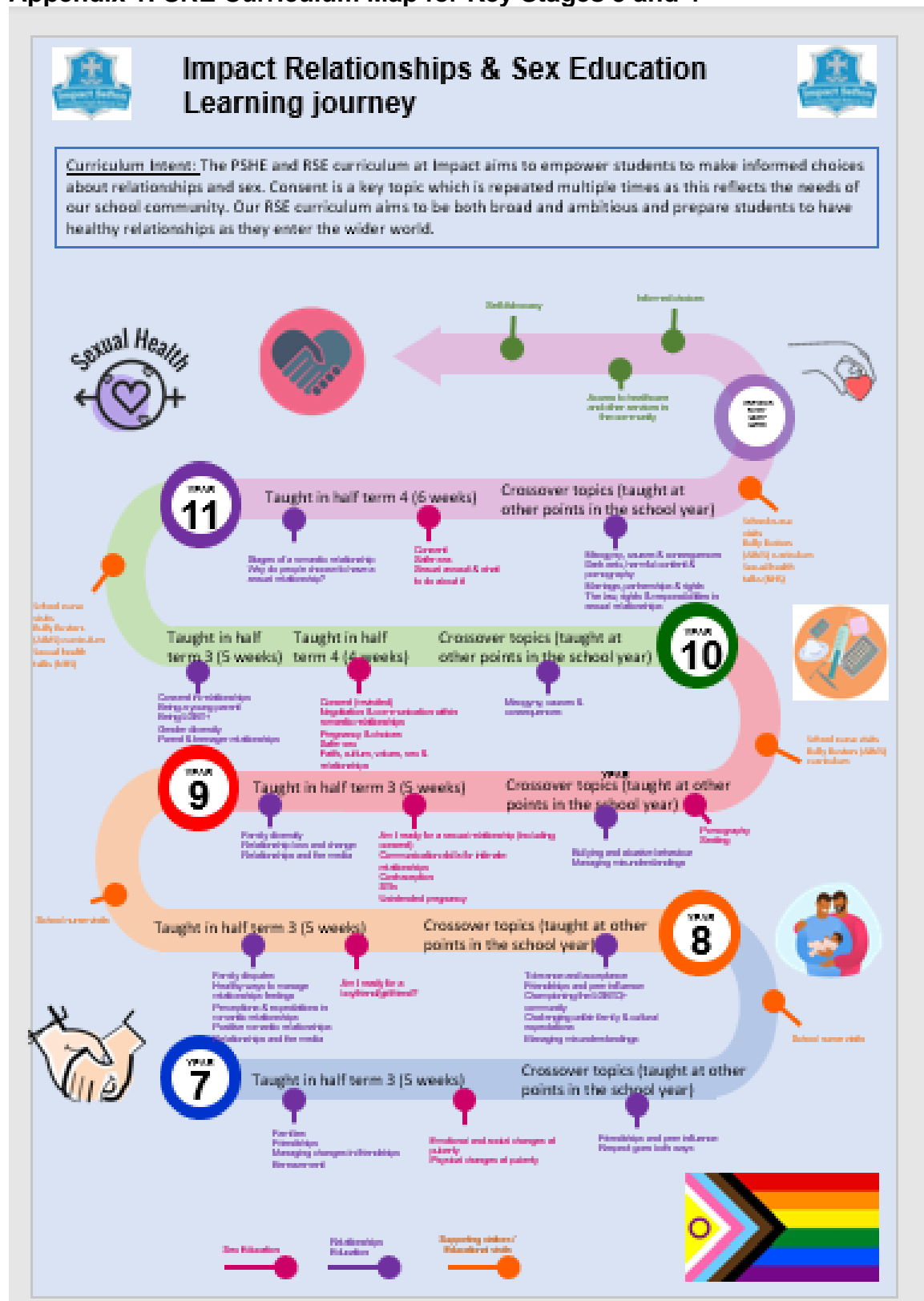
Appendix 1: SRE Curriculum Map for Key Stages 3 and 4

Appendix 2: External Agencies

Appendix 3: SRE Parental Consultation Letter

Appendix 4: Guidance on Safeguarding and sexually active young people

Appendix 1: SRE Curriculum Map for Key Stages 3 and 4







Impact Personal Development and PSHE Curriculum Journey



Curriculum Intent: The PSHE and RSE curriculum at Impact aims to be both broad and ambitious and all students should be exposed to a wide range of topics which considers the contexts from which our students arrive and aims to prepare them for life beyond school whilst raising aspirations and sensitively approaching challenging topics so that students have a safe space in which to explore the wider world, their own wellbeing and sex and relationships education.

**Note: 2 lessons per half term will be made flexible to respond to issues in the local community, nationally or internationally*



Appendix 3: External Agencies

General information

The PSHE association: <http://www.pshe-association.org.uk/>

Chameleon PDE: <https://www.chameleonpde.com/>

Drugs, smoking and alcohol education

Talk to frank:

http://www.talktofrank.com/?&gclid=CJehuJGM77MCFW_KtAodyVoAAw

Hope UK: <http://www.hopeuk.org/>

Drink aware: <http://www.drinkaware.co.uk/>

NHS Smokefree: <http://smokefree.nhs.uk/>

Quit smoking: <http://www.quitbecause.org.uk/>

Drug free world: <http://www.drugfreeworld.org/>

Discrimination and prejudice:

Tackling racism: <http://www.tackling-racism.co.uk/>

Homophobia: stonewall:

http://www.stonewall.org.uk/at_home/sexual_orientation_faqs/2697.asp

BBC challenging stereotypes:

http://www.bbc.co.uk/schools/pshe_and_citizenship/personal_wellbeing/relationships/challenging_discrimination/

Safety

Get safe online: <http://www.getsafeonline.org/>

Think u know: <http://www.thinkuknow.co.uk/>.

Think! Road safety: <http://think.direct.gov.uk/>

Cyber mentors: <http://www.cybermentors.org.uk/>

Brake road safety: <http://www.brake.org.uk/>

Mental health:

Anna Freud National Centre for Families:

<https://mentallyhealthyschools.org.uk/>

Don't call me crazy BBC <http://www.bbc.co.uk/programmes/p01b86w5>

Depression http://www.mind.org.uk/blog/8784_depression_the_enemy_within

Male suicide

http://www.mind.org.uk/blog/8560_worrying_statistics_show_an_increase_in_male_suicide

Bipolar http://www.mind.org.uk/blog/9193_bipolar_disorder_and_me

OCD <http://www.bbc.co.uk/news/magazine-23412085>

Mental wellbeing <http://www.nhs.uk/Conditions/stress-anxiety-depression/Pages/improve-mental-wellbeing.aspx> -

Anxiety http://www.mind.org.uk/blog/8509_when_anxiety_kicks_in

Young minds <http://www.youngminds.org.uk/>

Finance and careers:

National careers service:

<https://nationalcareersservice.direct.gov.uk/advice/Pages/default.aspx>

Connexions: <http://www.connexions-tameside.com/>

Bereavement:

Child bereavement <http://www.nhs.uk/Livewell/bereavement/Pages/children-bereavement.aspx>

Bereavement <http://www.nhs.uk/Livewell/bereavement/Pages/coping-with-bereavement.aspx>.

Losing someone life

story. <http://www.nhs.uk/Livewell/bereavement/Pages/sarah-phillips-bereavement-story.aspx>

Sexual Abuse:

<http://www.bbc.co.uk/learningzone/clips/i-never-said-yes-jane-s-story-juries-in-courts/14375.html>

<http://www.bbc.co.uk/learningzone/clips/i-never-said-yes-attitudes-towards-sex-and-what-men-think/14372.html>

<http://www.bbc.co.uk/learningzone/clips/i-never-said-yes-attitudes-towards-sex-and-what-men-think/14372.html>

<http://www.bbc.co.uk/learningzone/clips/i-never-said-yes-laura-s-story-partner-rape/14373.html>

<http://www.bbc.co.uk/learningzone/clips/i-never-said-yes-natalie-s-story-gang-rape-and-the-role-of-the-police/14374.html>

Self harm:

Self Harm <http://www.bbc.co.uk/learningzone/clips/coping-with-self-harm/11900.html>

Mind http://www.mind.org.uk/mental_health_a-z/8006_self-harm

Harmless: <http://www.harmless.org.uk/>

Appendix 4: SRE Parental Consultation Letter

Dear Parents and Carers,

RE: New Relationships and Sex Education (RSE) Curriculum

I hope this letter finds you well. We are writing to inform you about an important update regarding our curriculum at Impact Pupil Referral Unit. We have recently introduced a new Relationships and Sex Education (RSE) curriculum that has been designed in accordance with the statutory guidance.

Our commitment to delivering a well-rounded and comprehensive education for your children remains unwavering. The new RSE curriculum is designed to provide our students with valuable knowledge and skills to navigate the complexities of relationships and sex in today's world. It covers age-appropriate topics that promote healthy relationships, emotional well-being, and responsible sexual education.

For more information about the RSE curriculum and government guidelines, we encourage you to visit the following government webpage: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education> where you can find detailed information about the statutory guidance and the purpose of RSE education.

As a part of our commitment to transparency and collaboration, we have included a copy of the RSE learning journey from years 7-11 with this letter. This document outlines the topics that will be covered in each year group, allowing you to see the progression of RSE education through your child's time at Impact Pupil Referral Unit. We understand that you may have questions about the specific materials and content being used in our RSE lessons. To address this, we are more than happy to provide you with an opportunity to review the materials. Please contact our school office to arrange a suitable time to come into school, where you can view the materials used in our RSE lessons and gain a better understanding of the curriculum.

If you have any questions, concerns, or require further clarification on any aspect of our new RSE curriculum, please do not hesitate to contact us. We are here to support you and ensure that your child receives the best possible education. According to government guidelines, you have the right to request that your child be withdrawn from sex education lessons, but not from relationships education. If you wish to make such a request, please contact the school directly, and we will be happy to arrange a meeting to discuss these requests.

Thank you for entrusting us with your child's education. We look forward to continuing to work together to provide a safe and supportive learning environment for all our students.

Warm regards,

[Your Name]
[Your Title/Position]
Impact Pupil Referral Unit
[Contact Information]

This section includes a template letter that can be used to inform parents and carers about upcoming SRE lessons and seek their input or concerns.

Appendix 6: Guidance on Safeguarding and sexually active young people

This section provides guidance on how the school addresses safeguarding concerns related to sexually active young people and outlines the procedures followed in such cases.

Date of Next Review: September 2024

Approved by the Governing Body on [Date]