

Sex and Relationship Education (SRE) Policy

Policy Review

The responsibility of reviewing and maintaining this policy is Craig Dembicki (Managing Director). This policy will be reviewed annually.

Start date of policy: **31st August 2014**

Reviewed: **17th July 2024**

Date of next review: **17th July 2025**

Signed



Craig Dembicki
Managing Director
Education 1st

Purpose of this Policy

Education 1st aims to provide a nurturing, safe and caring learning environment in which each young person will experience high standards of personalised education and preparation for the future. Education 1st works in partnership with parents/carers, the commissioning body and the local community. The policy for Sex and Relationships Education is written in accordance with this ethos.

Related Policies:

Child Protection and Safeguarding Policy

PHSE Guidance Policy

Complaints & Feedback Policy

Equality and Diversity Policy

SEND & Inclusion Policy

E-Safety Policy

Wellbeing Policy

The Spiritual, Moral, Social and Cultural aspects of the provision

Education 1st aims to fulfil the educational needs of as wide a group of children as are represented in the local and school community. Our students come from a varied cross section of the communities across several Local Authorities and represent different social, ethnic and cultural values, beliefs and customs. Our curriculum and mentoring aim to develop a whole approach of the above areas to each individual student.

Pupils with Special Educational Needs & Disabilities

Almost all of our pupils have special educational needs and/or disabilities. Many of these pupils also have an Education Health & Care Plan (EHCP) with a primary need of Social and Emotional and Mental Health Difficulties. Some have additional needs such as ASD, ADHD and MLD etc. Consideration will be given to the cognitive abilities of each individual student when decisions are made around delivery of PSHE.

Aims and Objectives of the Policy:

- To reassure young people of their value and self-worth including aspects of dignity, self-respect and self-restraint.
- To nurture a responsible attitude towards personal relationships including aspects of mutual respect and care and to develop sensitivity towards the needs of others encompassing fidelity and loyalty.
- To provide knowledge of appropriate relationships.
- To provide knowledge of human reproductive processes.
- To understand the choices involved in using contraception and the risks associated with various choices.
- To inform young people on matters of personal hygiene and related health issues.
- To encourage exploration of values and moral issues taking into account physical and moral risks associated with certain behaviours.
- To empower young people to make informed choices about sex and relationships issues.
- To provide knowledge, understanding and tolerance towards the various aspects of sexual orientation.
- To educate against discrimination and prejudice.
- To understand the complexities, truths and myths of sexual activity and sexually transmitted disease/infection.

Moral and Values Framework

The Sex and Relationships Education Policy and delivery of lessons will be sensitive towards the established morals and values framework of all the major world religions and cultures (including 'minority' groups), including those of the families of our students.

The Sex and Relationships Education Policy will be complimentary to the Spiritual, Moral, Social and Cultural aspects in the Religious Education provision.

Curriculum

All staff will take particular care to ensure that any learning materials used will be of a very high quality and that they, and the aspects of the topics covered, will be appropriate to the needs and ages of the pupils, within the context of moral considerations and the value of family life.

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| Family life | Information about many family patterns to include single/married/divorced parents, extended families, homosexual/lesbian parents and different religious, mixed race and cultural backgrounds. |
| The human body | Biological information including that about sexual organs and processes, as well as both physical and emotional sexual responses. |
| Reproduction | Conception, contraception, pregnancy, birth, child-care and parenthood. |
| Human development | Childhood and ageing, puberty and adulthood, menstruation and menopause (to include hygiene). |
| Risks | Unwanted pregnancies, sexually transmitted diseases (including HIV and AIDS), information on how to resist unwanted sexual advances, sexual orientation and information on risky social and sexual behaviours. |

Curriculum Organisation

All staff at Education 1st may potentially be involved in facilitating access to factual content from our PHSE and SRE programme. Members of staff will answer direct questions where required and/or appropriate and be aware of the Sex and Relationships Education Policy.

Training Provision

This will be provided as and where required through the Continuing Professional Development training programmes.

Methodology and Approach

SRE content will be taught in a cross-curricular way, expanding more broadly into human relationships, human and physical development and reproduction, risks of sexual activity and sexuality within PSHE programme and sessions.

Staff will answer children's direct questions in an open and factual way. Staff will not enter into discussions about personal issues and lifestyles. Staff may not be able to answer all children's questions relating to sex and relationships education. If they do not feel equipped to do so themselves, they may offer to refer the child onto a colleague or professional who can help.

Staff take particular care to ensure PHSE materials relating to SRE are of a high quality and are appropriate to the needs and ages of the students. Children will know that they are free to question further and discuss issues with staff in a private context if they need to.

Specific Issues

Child Sex Abuse Procedure

The Safeguarding Procedures as laid down in our policy will be followed. All referrals, whatever their origin, must be taken seriously and must be considered with an open mind, which does not prejudge the situation.

Confidentiality must not prevent action if the child is 'at risk'. Staff will listen sympathetically to anything a child tells them in confidence. However, if a member of staff feels that a child is at risk then the appropriate people will be contacted in accordance with the Child Protection and Safeguarding policy

Child Withdrawal Procedure

Elements of Sex and Relationships Education at Education 1st is taught as part of the PHSE curriculum and contextually as and when pupils ask questions or require support. It will not be possible to separate out all potential Sex and Relationships Education content. There may, however, be specific sessions when Health Professionals may be invited to address the children in the presence of the staff team. Notification will always be sent to parents/carers in advance of such sessions. If, as a parent, it is felt necessary to withdraw a child, parents/carers should contact the main office to discuss these concerns.

In the event of a child being withdrawn from a SRE related session that child will be assigned to another activity until the sex and relationships education session is over.

Complaints Procedure

If you have any complaints about the Sex and Relationships Education Policy, please refer to our Complaints & Feedback Policy.

Procedures for the Involvement of Health Professionals and Visitors

All visiting Health Professionals and other visitors will only be involved in the implementation of the Sex and Relationships Education Policy after detailed consultation concerning session content and method of teaching. All professionals working with individuals or groups of pupils have to undertake and pass a detailed DBS check.