



Lighthouse
School **Leeds**
Inspiring Bright Futures

Sex & Relationship Education Policy

Date of Policy Drafted: April 2017

Date of Amendment Review: April 2018

Member of staff reviewing policy: Wellbeing Manager, Staff Stakeholder Group, Parent Consultation, Senior Leadership Team

Approved by Governing Body: May 2017

School Statement

Lighthouse School Leeds is a school for young people aged 11 to 19 with an Autistic Spectrum Condition (ASC) or related communication disorder.

Lighthouse School Leeds takes its responsibility to provide relevant, effective and responsible SRE to all of its students as part of the school's personal, social, health education (PSHE) curriculum very seriously. The school wants parents/carers and students to feel assured that SRE will be delivered at a level appropriate to both the age and development of students, and safe to voice opinions and concerns relating to the SRE provision. We are keen to promote active teaching of areas of SRE and are aware that Personal and sexual relationships can bring happiness, fulfilment, companionship and a greater sense of independence.

1. Context

Lighthouse School we are committed to meeting the personal aspirations of our students and their families. Our aim is to help students to develop meaningful skills for life in a safe and caring environment where they will get the most out of learning and grow in confidence.

High quality SRE helps create a safe school community in which our students can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships.
- SRE plays a vital part in meeting the schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables students to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their children's emotional wellbeing, and improving their ability to achieve in school and under the Education Act (1996) to prepare young people for the challenges, opportunities and responsibilities of adult life. A comprehensive SRE programme can have a positive impact on students' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.
- The Department of Health set out its ambition for all young people to receive high quality sex and relationships education in the Sexual Health Improvement Framework (2013), while the Department for Education's paper, The Importance of

Teaching (2010) highlighted that ‘Young people need high quality sex and relationships education so they can make wise and informed choices’.

National Curriculum

SRE plays an important part in fulfilling the statutory duties the school has to meet. As section 2.1 of the National Curriculum framework (DfE, 2013) states schools:

Must offer a curriculum which is balanced and broadly based and which:

- *promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society*
- *prepares students at the school for the opportunities, responsibilities and experiences of later life*

These duties are set out in the 2002 Education Act and the 2010 Academies Act. Whole school (Section 5) Ofsted inspections consider the extent to which a school provides such a curriculum. The government has made it clear that ‘SRE is an important part of PSHE education’ (Guidance – PSHE education, DfE, 2013).

2. Development process

We are committed to the ongoing development of SRE in our school. We will use the following indicators to monitor and evaluate our progress:

- a coordinated and consistent approach to curriculum delivery has been adopted
- the content of the SRE curriculum is flexible and responsive to students’ differing needs which are gathered at least annually through the use of student voice gathered from areas such as EHC meetings, student questionnaires, progress reviews and form teacher monitoring.
- students are receiving an entitlement curriculum for SRE in line with national and local guidance
- There are clearly identified learning objectives for all SRE activities and students’ learning is assessed using both formative and summative approaches.
- Opportunities for cross-curricular approaches are being used allow for appropriate topic coverage in small groups.
- The impact of training for staff on practice is evaluated regularly
- policy and practice is revised regularly and involves staff, governors and, where appropriate, students
- Opportunities are provided for parents, carers and members of our community to consider the purpose and nature of our SRE, for example, through parent/carers information sessions, parent hub and specific key worker meetings.

This policy was drafted by *the Assistant Principal Student Wellbeing* in consultation with the Senior Leadership Team. Parents/carers were consulted through a **designated parent hub session**, teaching and non-teaching staff were consulted through *a full staff discussion meeting*, and students were consulted through *a Student focus group and trial teaching sessions*. Governors were consulted through *the teaching and learning committee*. This policy has been approved and adopted by the Principal and governing body. The member of staff responsible for overseeing and reviewing this policy is: *Assistant Principal Student Wellbeing*. It will be reviewed briefly annually and in full every **3 years**.

3. Location and dissemination

This policy document is freely available on request to the whole school community. The policy is referred to in the school prospectus as well as in relevant areas of the curriculum. A copy of the policy can be found on the school website. A physical copy of the policy is available from the school office.

4. Definition

- A) It is 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.

SRE Guidance DfEE 2000

- B) *Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and citizenship education (PSHCE).*

SRE for 21st Century – PSHE Association

- C) *A comprehensive programme of SRE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.*

SRE for 21st Century – PSHE Association

At Lighthouse School the SRE curriculum will reflect individual students' need and consider the age of the child, the level of functioning and the potential heightened vulnerability of the Lighthouse School students. This will include:

- **Physical development** - *how our reproductive systems work, body parts, puberty and changes to physicality, gender.*

- **Emotional development** - how to manage feelings, being able to express emotions, understanding emotions.
- **Social aspects** - positive and negative influences from friends, marriage, social communication, internet safety.
- **Healthy relationships** - how to recognise healthy and unhealthy relationships, relationship identification, safe adults and safe support.

Our students have defined Sex and Relationship Education as:

- Working on how we feel
- Knowing our own bodies
- Learning about our relationships with other people
- How we will grow up
- Learning about getting help
- Knowing how to be independent.

Our parents have defined Sex and Relationship Education as;

Teaching that centres on promoting health relationships, personal safety and knowledge about their own bodies. It promotes understanding personal and social situations as well as protects individuals from risk.

5. Policy relationship to other policies

This policy links to:

- Child Protection/Safeguarding (including FGM)
- Teaching and Learning Policy
- Behaviour
- Anti-Bullying
- Confidentiality
- Online Safety - E-safety/IT
- First Aid
- Health & Safety
- Visitors policy

6. Overall school aims for SRE

Our approach to SRE consists of a comprehensive and developmental programme of teaching and learning, which is delivered in the context of a Healthy School where the **individual** health and wellbeing of students and of the whole school community are actively promoted. Our SRE programme has a positive influence on the ethos, learning and relationships throughout the school. It is central to our values and to achieving our school's stated aims and objectives of developing destinations and aspirations for life goals.

Our SRE programme helps students to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future.

Through the provision outlined in this policy, the school's overall aims of SRE are to teach and develop the following three main elements:

Attitudes and values:

- learn the importance of values and individual conscience and moral considerations
- learn the value of family life, marriage, and stable and loving relationships for the nurture of children
- learn the value of respect, love and care
- explore, consider and understand moral dilemmas
- develop critical thinking as part of decision-making

Personal and social skills:

- learn to manage emotions and relationships confidently and sensitively
- develop self-respect and empathy for others
- learn to make choices based on an understanding of difference and with an absence of prejudice
- develop an appreciation of the consequences of choices made
- manage conflict
- learn how to recognise and avoid exploitation and abuse

Knowledge and understanding:

- learn and understand physical development at appropriate stages
- understand human sexuality, reproduction, sexual health, emotions and relationships
- learn about contraception and the range of local and national sexual health advice, contraception and support services
- learn the reasons for delaying sexual activity, and the benefits to be gained from such delay, including the avoidance of unplanned pregnancy

SRE Guidance DfEE 2000

In addition to this, we also aim to:

- raise students' self-esteem and confidence
- develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media
- *teach students to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them*
- **support students to lead a healthy and safe lifestyle, teaching them to care for, and respect, their bodies**
- **provide students with the right tools to enable them to seek information or support, should they need it**
- **teach students about consent and their right to say no, in an age appropriate manner**

- **to teach lessons that are sensitive to a range of views, values and beliefs**
- **ensure that staff teaching SRE remain neutral in their delivery whilst ensuring that students always have access to the learning they need to stay safe healthy and understand their rights as individuals**
- **Ensure our students learn key skills around their own vulnerabilities and personal safety.**

The aim of SRE is **NOT** to:

- encourage young people to become sexually active at a young age
- promote a particular sexual orientation
- sexualise young people

SRE does not sexualise young people; it is part of the solution to concerns about sexualisation. The evidence, as summarised within this document http://www.ncb.org.uk/media/494585/sef_doessrework_2010.pdf

During consultation of the policy stakeholder groups completed and activity using diamond 9 formation to highlight their priorities these can be seen in the appendix.

7. The wider context of SRE

The school's SRE programme will:

- be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- **to develop skills for life that help in preparation to adulthood and promoting independence.**
- **be delivered in collaboration with other subject areas; science, computing and PSHCE. To allow for coverage in different contexts and with different emphasis.**
- be an entitlement for all students, and be personalised and differentiated to their learning and language needs.
- be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness
- recognise that family is a broad concept; not just one model, e.g. nuclear family
- encourage students and teachers to share and respect each other's views with cultural awareness and sensitivity
- ensure students are aware of different approaches to sexual orientation, without promotion of any particular family structure
- recognise that parents/carers are the key people in teaching their child about relationships, sex and growing up
- work in partnership with parents/carers and students, consulting them about the content of programmes
- work in partnership with other health professionals and the wider community

SRE contributes to:

- a positive ethos and environment for learning
- safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school
- a better understanding of diversity and inclusion, a reduction in gender-based and homophobic/biphobic/transphobic (HBT) prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- helping students keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice
- reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying

8. To whom the policy applies

The policy applies to:

- The Principal
- All school staff
- The governing body
- Students
- Parents/carers
- School nurse and other health professionals
- Partner agencies working in or with the school
- Partnership working within the wider community of the student and-family.

9. Language

Students will be taught the anatomical terms for body parts. Slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

For students with communication difficulties it is vital to have consistent and clear language that can be used into adult life and promote independence.

Agreed list of vocabulary used in school

Vocabulary:

Puberty, Conception, Pregnancy, Birth, Ovary, Ovum, Egg, Fallopian tube, Womb, Uterus, Menstruation, Period, Vagina, Vulva, Labia, Clitoris, Cervix, Oestrogen, Breasts, Groin, Penis, Foreskin, Testicles, Scrotum, Epididymis, Sperm, Sperm ducts, Prostate gland, Urethra, Ejaculation, Erection, Wet dream, Testosterone, Chest, Sexual intercourse, Penetration, Make Love, Pleasure, Egg, Ovum, Foetus, Zygote, Embryo, Umbilical cord, Amniotic fluid, Placenta, Amniotic sac, Cells, Contractions, Disease, Infection, Love, Relationship, Family, Marriage, Support, Caring, Loving, Consent, Heterosexual, Gay, Transgender, Lesbian, Bisexual, Homophobic, Transphobic, Biphobic, Homophobia,

Transphobia, Biphobia, Abortion, Pornography, Female Genital Mutilation (FGM), Sexting, Abuse, Sexuality, Child Sexual Exploitation, Domestic Violence, Grooming, Rape, Condom, The coil, The pill, Teenage pregnancy, Public, Private, appropriate touch, inappropriate touch.

Respectful Language

The use of respectful language which challenges sexism, homophobia and other forms of prejudice will be established in SRE but will have benefits for the whole school community, both in and out of lessons. The casual use of HBT language in school will be challenged and students will be made aware that using the word 'gay' to mean something is rubbish is wrong and will not be tolerated. To tackle this, staff might say: 'you've used the word 'gay', but not in the right way.' As a result, students will hear references to gay and straight as part of teaching and assemblies, for example when we talk about rights, respect or relationships.

It is good practice to use anatomical terms for genitalia and sexual parts of the body, for example vagina, breasts, penis and testicles from the offset. Having the right language to describe the private parts of their body, and knowing how to seek help if they are being abused, are vital for safeguarding. Evidence to support this approach is outlined in the Children's Commissioner Report November 2015, 'Protecting Children from harm,'.

10. Answering questions

We acknowledge that sensitive and potentially difficult issues will arise in SRE as students will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for SRE. As a first principle, we answer questions relating to taught, planned curriculum for that age group to the whole form. We answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way, only to the student, or students, who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHE leader/ Child Protection Officer. Questions may be referred to parents/carers if it is not appropriate to answer them in school. In SRE teaching sessions we may use a "question box" or "ask it basket" where questions may be asked anonymously.

Where a question or comment from a student in the classroom indicates the possibilities of abuse or risk of harm, teachers will pass this information to the designated person for safeguarding and child protection, in line with school policy and procedures.

Staff training will include sessions on how to deal with difficult questions. Agreed phrases, where appropriate, will be used in response to difficult questions (*for example, 'I can only answer question on the content of this lesson' or 'That is something that may be covered later on' or 'I can't answer that question, but you could ask your parents/carers'*)

Ground rules are essential when discussing sensitive subject matters. Staff will establish clear parameters about what is appropriate and inappropriate in a whole-class setting by for example:

- Students will help generate ground rules at the start of a set of sessions and these will be used each time. Student have set rule such as; listen to each other, use sensible words when talking, don't laugh at others, ask questions, respect others in group.
- staff will set the tone by speaking in a matter-of-fact way
- Students will be encouraged to write down questions, anonymously if desired, and post them in a question box. Staff will have time to prepare answers to all questions before the next session, and will choose not to respond in a whole-class setting to any questions that are inappropriate or need one-to-one follow up
- if a verbal question is too personal, staff will remind the students of the ground rules
- if a question is too explicit, feels too old for a students, is inappropriate for the whole-class, or raises concerns, staff will acknowledge it and promise to attend to it later on an individual basis
- staff will not provide more information than is appropriate to the age of the student
- if staff are concerned that a child is at risk of abuse, the designated teacher will be informed and the usual child protection procedures followed

11. Key responsibilities for SRE

i) All staff

All staff will:

- ensure that they are up to date with school policy and curriculum requirements regarding SRE
- attend and engage in professional development training around SRE provision, including individual and whole staff training/inset, where appropriate
- attend staff meetings to be introduced to any new areas of work and review the effectiveness of the approaches used
- report back to the PSHE Coordinators and Wellbeing Manager on any areas that they feel are not covered or inadequately provided for in the school's SRE provision
- encourage students to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them seriously
- follow the school's reporting systems if a student comes to a member of staff with an issue that they feel they are not able to deal with alone
- ensure that their personal beliefs and attitudes will not prevent them from providing balanced SRE in school

- Tailor and **differentiate** their lessons to suit all students in their class, across the whole range of **abilities, communication and language understanding**, faiths, beliefs and cultures.
- **Ask for support in this from the schools Wellbeing Team, SEND Co-Ordinator, the schools Speech and Language provision and external agencies, should they need it.**

ii) Lead member/s of staff

The lead member/s of staff is/are entitled to receive training in his/her role and responsibilities. This supports them to lead on the development of the school's policy and practice and to monitor its implementation. This practice includes the curriculum and approaches to teaching and learning, as well as whole school approaches to health and wellbeing.

Specific responsibilities	Who – role? <i>E.g. PSHE lead, head teacher, CP designated teacher</i>
Co-ordinating the SRE provision, ensuring a spiral curriculum	Wellbeing Manger and Wellbeing Team
Accessing and co-ordinating training and support for staff	Wellbeing Manager and SLT
Establishing and maintaining links with external agencies/other health professionals	Wellbeing Manager
Policy development and review, including consultation and dissemination	Wellbeing Manger and SLT
Implementation of the policy; monitoring and assessing its effectiveness in practice	Wellbeing Manager and SLT
Managing child protection/safe guarding issues	Designated Safeguarding Lead
Establishing and maintaining links with parents/carers	All Staff
Liaising with link schools to ensure a smooth transition	Wellbeing Manger, SENCO Wellbeing Team

The lead member/s of staff will:

- develop the school policy and review it on a yearly basis
- ensure all members of the governing body will be offered appropriate SRE training
- ensure that all staff are given regular and ongoing training on issues relating to SRE and how to deliver lessons on such issues
- ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to SRE
- provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of SRE to students
- ensure that SRE is age appropriate and needs-led across all year groups; this means ensuring that the curriculum develops as the students do and meets their needs

- ensure that the knowledge and information regarding SRE to which all students are entitled is provided in a comprehensive way
- support parent/carer involvement in the development of the SRE curriculum
- ensure that their personal beliefs, values and attitudes will not prevent them from providing balanced SRE in school
- communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for SRE, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as is appropriate
- share the school's provision for SRE with parents/carers in order to ensure they can support this at home
- communicate to parents/carers any additional support that is available from the school to support them with SRE at home

iii) Governors

The governing body as a whole plays an active role in monitoring, developing and reviewing the policy and its implementation in school. **There is a named link governor for SRE who works closely with, and in support of, the lead member/s of staff. When aspects of SRE appear in the School Improvement Plan, a governor will be assigned to reflect on, monitor and review the work as appropriate.**

iv) Students

All students:

- are expected to attend the statutory National Curriculum Science elements of the SRE curriculum
- will listen in lessons, be considerate of other people's feelings and beliefs, and comply with ground rules that are set in lessons
- will be made to feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to SRE or otherwise
- will be asked for feedback on the school's SRE provision as appropriate for the students to include opinions on provision and comments will be reviewed by the lead member/s of staff for SRE and taken into consideration when the curriculum is prepared for the following year's students

v) Parents/carers

The school will:

- keep parents/carers informed about all aspects of the SRE curriculum, including when it is going to be delivered
- gather parent/carers' view on the policy and take these into account when it is being reviewed
- Provide access to information being used and do everything to ensure that parents/carers are comfortable with the education provided in school through school website, letters home, email contact, parent meetings and shared resources.

- expect parents/carers to share the responsibility of SRE and support their child's personal, social and emotional development
- encourage parents/carers to create an open home environment where their child can engage, discuss and continue to learn about matters that have been raised through SRE
- provide support and encourage parents/carers to seek additional support in this from the school where they feel it is needed

The right to withdraw

Parents and carers have a legal right to withdraw their child from the non-statutory elements of SRE. Parents/carers cannot withdraw their child from the statutory content included in National Curriculum Science. Any parent/carer wishing to withdraw their child from SRE should firstly contact the **form teacher/wellbeing tutor** to discuss the reasons why.

SRE is a vital part of the school curriculum and supports child development and we strongly advise parents/carers to carefully consider their decision before withdrawing their child from this aspect of school life. However, it is acknowledged that the final decision on the issue is for the parent/carer to take and the child and family should not be stigmatised for the decision.

Parents/carers who do withdraw their child will be alerted to the possible consequences of doing so during the discussion between the school and the parents/carers. Possible consequences could include:

- If a student is withdrawn from the SRE sessions, they will no doubt hear about the content of sessions from other students and this may not be in a supportive, controlled or safe environment, like the classroom would be.
- They may also seek out their own information via the internet, which may result in them finding out incorrect information and possibly put them in an unsafe situation.
- Students may not feel comfortable or able to absorb the information as well in an alternative setting compared to learning in the classroom environment.

12. Staff Support & CPD

The school provides regular professional development training in how to deliver SRE.

Staff, including non-teaching staff, CPD needs are identified and met through the following ways:

- An audit of staff CPD needs will be completed each year or at appropriate times throughout the year
- *Training and support is organised by SLT who may choose to liaise with relevant service providers.*

- Teaching and non-teaching staff involved in the delivery of SRE issues seen as potentially more sensitive will be offered appropriate training to encourage confidence in dealing with matters of confidentiality, child protection, sensitive issues, and with potentially difficult questions
- The Health and Wellbeing Service as a service level agreement with school will support in meeting staff CPD needs through relevant courses and network meetings.
- The School Nurse will provide support and resources around aspects of SRE through *referral to the Single Point of Access for school nursing and relevant referral forms completed.*

13. SRE Provision

i) Statutory aspects of Sex Education within the National Curriculum Science

All schools must teach the following as part of the National Curriculum Science; parents/carers do not have the right to withdraw their child from this.

National Curriculum Science:

Key Stage 2:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age

Key Stage 3:

- reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta

Key Stage 4:

- hormones in human reproduction, hormonal and non-hormonal methods of contraception
- communicable diseases including sexually transmitted infections in humans (including HIV/AIDs)
- sex determination in humans

The law states (Education Act 1996) that 'schools must teach the biological elements of the SRE in the National Curriculum.'

ii) Additional intended learning outcomes for SRE

Due to the nature of our students at Lighthouse School we will use a flexible approach to teaching SRE in line with the needs and understanding of the young person. We will have an

awareness of objectives for each key stage but these will be used flexibly and take into account the specific needs of student, their level of understanding and key family priorities.

The following as a guide for SRE across key stages:

By the end of Key Stage 3

Students will be able to:

- manage changing relationships
- recognise risk of personal safety in sexual behaviour and be able to make safe decisions
- ask for help and support
- explain the relationship between their self-esteem and how they see themselves
- develop skills of assertiveness in order to resist peer pressure and stereotyping
- see the complexity of moral, social and cultural issues and be able to form a view of their own
- develop good interpersonal skills to sustain existing relationships as they grow and change and to help them make new relationships
- be tolerant of the diversity of personal, social and sexual preference in relationships
- develop empathy with the core values of family life in all its variety of forms
- recognise the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage
- recognise the stages of emotions in relation to loss and change caused by divorce, separation and family members and how to manage their feelings positively

Students will know and understand:

- how the media influence understanding and attitudes towards sexual health
- how good relationships can promote mental well-being
- the law relating to sexual behaviour of children and young people
- the sources of advice and support
- about when and where to get help, such as at a genitourinary medicine clinic

Students may have considered:

- the benefits of sexual behaviour within a committed relationship
- how they see themselves affects their self-confidence and behaviour
- the importance of respecting difference in relation to gender and sexuality
- how it feels to be different and be discriminated against
- issues such as the costs of early sexual activity
- the unacceptability of prejudice and HBT bullying
- what rights and responsibility mean in relationships

By the end of Key Stage 4

Students will be able to:

- recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek professional health advice
- manage emotions associated with changing relationships with parents and friends
- see both sides of an argument and express and justify a personal opinion

- have the determination to stand up for their beliefs and values
- make informed choices about the pattern of their lifestyle which promote well-being
- have the confidence to assert themselves and challenge offending behaviour
- develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships
- work co-operatively with a range of people who are different from themselves

Students will know and understand:

- how HIV and other sexually transmitted infections affect the body
- the link between eating disorders and self-image and sexual identity
- the risks of early sexual activity and the link with the use of alcohol
- how the different forms of contraception work and where to get advice
- the role of statutory and voluntary organisations
- the law in relation to sexual activity for children and adults
- how their own identity is influenced by both their personal values and those of their family and society
- how to respond appropriately within a range of social relationships
- how to access the statutory and voluntary agencies which support relationships in crisis
- the qualities of good parenting and its value to family life
- the benefits of marriage or a stable partnership in bringing up children
- the way different forms of relationship including marriage depend for their success on maturity and commitment

Students may have considered:

- their developing sense of sexual identity and feel confident and comfortable with it
- how personal, family and social values influence behaviour
- the arguments around moral issues such as abortion; contraception and the age of consent
- the individual contributions made by partners in a sustained relationship and how these can be of joy or benefit to both
- the consequences of close relationships including having children and how this will create family ties which impact on their lives and those of others

Ofsted Sex and Relationship Guidance, 2002, states that:

- ***'children should be provided not only with the knowledge they need but also be allowed to tackle the issues of emotional development and self-esteem'***
- ***'children in transition year should be taught about how a baby is conceived and born'***
- ***'boys & girls need to be prepared for puberty'***

iii) The needs of students

We recognise that an interactive approach to SRE will better develop the skills of our students, and also that, it is more likely to meet their needs. We involve students in the evaluation and development of their SRE in ways appropriate to their age.

We will involve students through: *[add/amend/delete as appropriate]*

- discussions with small groups of students
- questionnaires/surveys (e.g. the My Health My School Survey)
- student focus groups formed specifically for SRE
- older students review the SRE programme for younger students
- use of the SRE consultation toolkit
- pre and post assessment activities for SRE
- school council meetings
- full form consultation activities which ensure all students have a voice in the process

iv) Curriculum organisation

Students receive their entitlement for learning SRE through a spiral curriculum which demonstrates progression. The SRE programme is delivered through a variety of opportunities including:

- designated SRE time
- designated SRE wellbeing sessions
- use of external agencies/services
- school ethos
- PSCH small group work
- cross curricular links e.g. science
- assemblies
- enrichment days / weeks

v) Working with visitors and other external agencies

Where appropriate, we may use visits and visitors from external agencies or members of the community to support SRE. This is an enrichment of our programme and not a substitute for our core provision which is based upon the strong relationships between teachers and students. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge students' perceptions. When visitors are used to support the programme, the school's policy on use of visitors will be used. School staff will be present throughout these lessons. Visitors will be given a copy of this policy, and any other relevant policies, and expected to comply with the guidelines outlined within it. Our partnership with the local community is also a priority, and we recognise and value its contribution to the SRE programme.

vi) Inclusion, equality and diversity

All young people, whatever their experience, background and identity, are entitled to quality SRE that helps them build confidence and a positive sense of self, and to stay

healthy. All forms include students with different abilities and aptitudes, experiences and religious/cultural backgrounds, gender and sexual identities. To encourage students to participate in lessons, teachers will ensure content, approach, and use of inclusive language reflects the diversity of the school community, and helps each and every student to feel valued and included in the classroom.

We promote the needs and interest of all students. The school's approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds of the students to ensure all can access the full SRE provision. We promote social learning and expect our students to show a high regard for the needs of others. SRE is an important vehicle for addressing both multicultural and gender issues and ensuring equal opportunities for all.

Special educational needs and learning difficulties:

SRE helps all students understand their physical and emotional development and enable them to make positive decisions in their lives. We will ensure that all students receive SRE and we will offer provision appropriate to the particular needs of our students, taking specialist advice where necessary. Staff will differentiate lessons to ensure that all members of the class can access the information fully. The school will use a variety of different strategies to ensure that all students have access to the same information.

Some students will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These students will need help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.

Single gender groups:

Our policy is sensitive to the needs of different ethnic groups. For some students, it may be more appropriate for them to be taught particular topics in single gender groups. We will consult parents/carers and students both on what is included, and on how it is delivered. This will help students and their families to establish what is appropriate and acceptable for them. Working in single gender groups can considerably ease concerns about SRE, and help to ensure that students receive the SRE to which they are entitled. Single gender groups can also help boys and girls to feel safer and less embarrassed about airing issues and discussing relationships. Where single sex groups are used for students, they will always be given time after the sessions to come together in a controlled environment to share and discuss what they have learnt, before leaving the classroom.

Responding to students' diverse learning needs:

Considerations will be made for:

- religious and cultural diversity
- differing needs of boys and girls
- diverse sexuality of students
- HBT bullying and behaviour
- student's age and physical and emotional maturity
- students who are new to English

Ethnicity, religion and cultural diversity:

Our policy values the different backgrounds of all the students in school and, in acknowledging and exploring different views and beliefs, seeks to promote respect and understanding. We encourage respect for all religions and cultures. We do not ask students to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

Sexual identity and sexual orientation:

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all students, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive SRE will foster good relations between students, tackle all types of prejudice, including homophobia, and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.

We will deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Students, whatever their developing sexuality, need to feel that SRE is relevant to them. Teachers will never assume that all intimate relationships are between opposite sexes. All sexual health information will be inclusive and will include LGBT people in case studies, scenarios and role-plays. We will ensure boys and girls can explore topics from a different gender's point of view, and a variety of activities, including practical tasks, discussions, group activities and competitions.

We will consult with parents/carers when developing the SRE policy and programme in order to reassure them of the content and the context in which it will be presented.

i) Resources

We use primarily the *Secondary PHSC Tool Kit* www.schoolwellbeing.co.uk and the resources recommended within it. We will focus on the needs of the students and our planned learning objectives. We select carefully resources which meet these objectives. We evaluate carefully teacher resources, leaflets, online resources and videos before using them

We use books, both fiction and non-fiction, within our SRE programme. Staff will always read and assess the books before using them to ensure they are appropriate for the planned work. They will also consider the needs and circumstances of individual students in class when reading texts, in case they need to have a preparatory conversation with a student before the teaching takes place, for instance.

ii) Learning environment and additional non-negotiable ground rules

Staff are careful to ensure their personal beliefs and attitudes do not influence the teaching of SRE. To this end, ground rules have been agreed to provide a framework of common values within which to teach. There are clear parameters as to what will be taught in a whole-class setting, and what will be dealt with on an individual basis.

In addition to the ground rules used in PSHE, we will develop a set of non-negotiable rules for lessons and discussions related to SRE. If students are to benefit fully from an SRE programme, they need to be confident speakers, good listeners and effective, sensitive communicators. When the needs of students are analysed, of overriding importance are two key areas: students need to feel safe and be safe. A set of additional, non-negotiable ground rules will help staff to create a safe and relaxed environment in which they do not feel embarrassed or anxious about unexpected questions or comments from the students. They also reduce the possibility of inappropriate behaviour and the disclosure of inappropriate personal information.

Our additional, non-negotiable ground rules are:

- Confidentiality: 'what is said in the room, stays in the room' except if anyone mentions something which could be harmful or put them at risk – then will have to pass the information on to help keep them safe
- It's not OK to ask personal questions of each other or the teacher but we can put questions in the box for later.
- Don't name names: if you want to ask about or share a personal story or experience, you can speak in the third person about 'someone I know', 'a friend', 'a situation I've heard about/read about'
- We will try to only ask questions related to what we are learning in the lesson.
- We will use the anatomical terms for the sexual body parts.
- It is ok to say pass / not join in.
- We will respect different opinions, situations & backgrounds.

iii) Assessment, recording and reporting in SRE

We assess students' learning in SRE in line with approaches used in the rest of the curriculum (including assessment for learning). We report to parents/carers at the end of the school year on their child's learning and progress within SRE.

Assessment methods:

- baseline or pre-assessment (essential for needs-led SRE)
- needs assessment is used to identify existing knowledge and skills of students
- assessment is built into the SRE programme to inform planning
- summative assessment takes place at the end of each unit
- student self-assessment is used where appropriate
- assessment focuses on knowledge as well as skill development and attitudes
- students' progress and achievement is reported to parents/carers
- students' achievement in SRE is celebrated and shared

iv) Monitoring and evaluation

Monitoring is an ongoing process that checks the degree to which a programme or scheme of work is being effectively implemented. Monitoring and evaluation is essential in promoting positive outcomes for students. We will regularly monitor our SRE programme.

Monitoring activities:

- recording of students' attendance in SRE lessons
- effective PSHE leadership with a system of lesson observations and peer support
- EHCP Personal Outcomes
- Student specific intervention logs
- a system for regular review of the SRE policy and programme
- student and staff interviews/questionnaires
- student/staff/parent surveys
- scrutinising staff planning
- samples of students' work

Evaluation activities:

- teacher and students' evaluation of lessons, units and the overall SRE programme
- teacher and students' evaluation of resources
- evidence from lesson observations
- evaluation of contributions of external partners
- feedback and evaluation by students
- use of assessment records
- sampling students' work

14. Safeguarding and Child Protection

Lighthouse School is committed to safeguarding and promoting the welfare of all its students. We recognize the profile of our students can make them vulnerable in certain situations and that they will need support mechanisms around them to ensure their safety. This policy will be used in conjunction with the school Child Protection and Safeguarding Policy.

15. Confidentiality in the context of SRE lessons

The nature of SRE means that students may disclose personal information that staff will respond to appropriately. The classroom is never a confidential place to talk, and that remains true in SRE. Students will be reminded that lessons are not a place to discuss their personal experiences and issues, or to ask others to do so, through the establishment of ground rules. Any visitor to the classroom will be bound by the school's policy on confidentiality, regardless of whether they have, or their organisation has, a different policy. We will make sure visitors are aware of this, and make sure there are enough opportunities for students to access confidential support after the lesson if they need it.

Any information disclosed to a staff member or other responsible adult, which causes concern about the student's safety, will be communicated to the designated person as soon as possible, in line with our safeguarding and child protection policy.

If a student tells a health professional, such as the school nurse, something personal on a one-to-one basis outside of the classroom, our school's confidentiality policy will help us to

decide whether that person can keep that information confidential, or whether they need to seek help, advice, or refer to someone else. We will also signpost students and their families, where appropriate, to on and offline community, health and counselling services so students know where to go for confidential help and advice.

Techniques used in school to minimise the chance of students making a disclosure in an SRE lesson include:

- depersonalising discussion
- using role play to 'act out' scenarios
- appropriate DVDs and TV extracts
- case studies with invented characters

16. Support

We hope that students will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to SRE. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that students respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

Parent Hubs where appropriate will demonstrate SRE curriculum and resources so parents/carers feel an active part of the process. Parent evenings and parent meetings can be used to gain more detailed family information to support the teaching of SRE.

17. Complaints

Parents or carers who have complaints or concerns regarding the SRE provision should contact the school and follow the school's complaints policy.

18. Local and national websites

Healthy relationships, sexual consent, exploitation and abuse:

- Information about FGM can be found at: www.forwarduk.org.uk
- Good practice examples and guidance on consent: www.pshe-association.org.uk/consent
- CPS guidance on the Statutory Definition of Consent, and the CPS Sexual Offences Factsheet: http://www.cps.gov.uk/news/fact_sheets/sexual_offences/
- Home Office guidance; this is abuse: <http://thisisabuse.direct.gov.uk/>
- Child Exploitation and Online Protection (CEOP) has produced a series of resources which are available at: www.ceop.police.uk and www.thinkuknow.co.uk
- Thinkuknow for 14+: www.thinkuknow.co.uk/14_plus
- Thinkuknow for 11-13s: www.thinkuknow.co.uk/11_13
- Addressing healthy relationships and sexual exploitation within PSHE in schools: http://www.sexeducationforum.org.uk/media/3101/pshe_ff37.pdf

- e-magazine to help teachers teach about consent, available free to Sex Ed Forum members: <http://www.sexeducationforum.org.uk/resources/sex-educational-supplement.aspx>
- Brook has produced a Traffic Light Tool to help professionals assess whether students' sexual behaviours are healthy or unhealthy: www.brook.org.uk/traffic-lights
- Ask Brook about relationships, safety and risks, available at: www.brook.org.uk/shop
- Alright Charlie - Blast have designed this CSE resource in consultation with CSE professionals, primary schools teachers and children in years 5 and 6 in primary schools. This resource is designed for use with children aged 9-11 in primary schools and aims to highlight the warning signs of grooming in an age appropriate way, however it is also suitable for students in Y7 &8. <http://www.mesmac.co.uk/projects/blast/for-professionals/resources>

Violence within relationships:

- The Against Violence and Abuse Project provides further information, advice and guidance: www.avaproject.org.uk
- Rape Crisis provides help and advice to those affected by rape, sexual violence and child sexual abuse: www.rapecrisis.org.uk
- Brook has worked with Fink to produce a set of conversation cards that focus on exploitation, violence and consent. These are available at: www.brook.org.uk/shop

Teaching about pornography:

- Sex Education Forum e-magazine on teaching about pornography: <http://www.sexeducationforum.org.uk/resources/sex-educational-supplement.aspx>
- Planet Porn, from BISH, for secondary schools: <http://bishtraining.com/index.php/planet-porn/>
- Fantasy Versus Reality, from FPA: <http://www.fpa.org.uk/product/fantasy-vs-reality>

Teaching about sexting:

- The NSPCC has produced resources to make it easier for students to get help about sexting: <http://www.childline.org.uk/explore/onlinesafety/pages/sexting.aspx>
- CEOP (Child Exploitation and Online Protection) has developed www.thinkuknow.co.uk, which contains a number of resources exploring the risks young people face online, including two films that address sexting issues: Exposed and First to a Million.
- Brook has produced a leaflet for young people called Ask Brook about relationships, safety and risk, which addresses on and offline safety and is supported by CEOP: <http://www.brook.org.uk/shop>

Inclusive SRE:

- Stonewall has produced a series of packs and information for schools. Details are available at: www.stonewall.org.uk

- Brook has produced packs to help those who work with diverse groups of children and young people, available at: www.brook.org.uk/shop including:
 - Living Your Life, a resource pack for people who work with students with learning difficulties and special educational needs
 - Young men, sex and pregnancy
 - Learn your LGBT ABC, a leaflet written and designed by students
- The Sex Education Forum has produced a factsheet on SRE for students with learning difficulties:
http://www.sexeducationforum.org.uk/media/6153/sre_and_young_children.pdf
- Barnardos have produced resources and workshops around positive identities to support LGBTQ students – more information can be found here:
[http://www.barnardos.org.uk/what we do/our work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)

Local sources of support:

www.schoolwellbeing.co.uk

www.healthyschools.org.uk

<http://www.leeds.gov.uk/phrc/Pages/default.aspx>

www.leeds.gov.uk/phrc/Pages/public-health-training.aspx

<http://www.leedsiscb.org.uk/>

http://shop.ncb.org.uk/category_s/1831.htm

<http://leedssexualhealth.com>

<http://www.themarketplaceleeds.org.uk/>

<http://mesmac.co.uk/>

National sources of support:

<http://www.nhs.uk/Livewell/Sexualhealthtopics/Pages/Sexual-health-hub.aspx>

<https://www.brook.org.uk/>

<http://www.fpa.org.uk/>

<http://www.sexeducationforum.org.uk/>

<https://www.pshe-association.org.uk/>

<http://www.stonewall.org.uk/>

<http://www.bodysense.org.uk/>

www.riseabove.org.uk

www.bishuk.com

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<https://www.womensaid.org.uk/>

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