
Queen Elizabeth's School

SEX AND RELATIONSHIPS EDUCATION POLICY

OUR VALUES

Queen Elizabeth's School aims to provide a challenging and demanding education in a supportive environment for boys of high potential who come from a variety of social and cultural backgrounds. The School's mission is to produce young men who are confident, able and responsible and it achieves this by nurturing the personal and social development of its boys as well as preparing them academically. This is delivered through a broad academic curriculum, a wide range of extra-curricular activities and a well-developed pastoral system. Our ethos strongly supports and promotes personal qualities such as respect, equality, loyalty, decency and sensitivity.

The sex and relationships programme at Queen Elizabeth's aims to be a sensible and responsible one which is set in a moral and social framework, whilst meeting all Government guidelines and statutory provision.

All work done is in accordance with the School's policies on Equal Opportunities, Health and Safety, SEND, Bullying and Spiritual, Moral, Social and Cultural Development.

AIMS AND OBJECTIVES

The Sex and Relationships Education Policy is part of the overall development objectives of the School and its teaching is embedded into different parts of the curriculum. It aims to help boys prepare for the range of life situations they will experience. The School equips boys to explore and understand their feelings, attitudes and values and those of others, and to address moral and social questions relevant to forming healthy, enjoyable and fulfilling relationships. The Policy also aims to equip pupils with essential life skills so they can become effective members of the community.

The School's sex and relationships education (SRE) is made up of three main elements:

1. Knowledge and understanding

- Learning and understanding physical development at appropriate stages;
- Understanding reproduction and sexual physiology;
- Adapting to the changes occurring in themselves and in others;
- Understanding human sexuality, emotions and relationships;
- Learning about sexual health and the range of local and national sexual health support services;
- Avoiding unplanned pregnancies;
- Understanding the reasons for, and benefits of, delaying sexual activity;
- Counteracting myths and misconceptions; and
- Becoming aware of the law on sexual behaviour.

2. Attitudes and values

- Learning the importance of individual conscience and moral considerations;
- Understanding the value of family life and of stable and loving relationships;
- Learning the values of respect, love and care;

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- Exploring, considering and understanding moral dilemmas; and
- Developing critical thinking to assist with sound decision making and lifestyle choices.

3. Personal and social skills

- Learning to manage emotions and relationships sensitively and confidently;
- Developing self-respect and empathy for others;
- Increasing confidence and self-esteem;
- Learning to make choices based on an understanding of difference and with an absence of prejudice;
- Understanding the consequences of choices, and enhancing the ability to be discerning in relationships and choice of lifestyle;
- Understanding the implications of parenthood;
- Managing conflict; and
- Learning how to recognise and avoid exploitation and abuse.

ORGANISATION AND DELIVERY

SRE at Queen Elizabeth's School is delivered primarily through the following areas of the curriculum:

- Science syllabus (Biology)
- Religion & Society syllabus
- Personal Development Time (PDT)

The School also takes opportunities to deliver the programme through other lessons and areas of the curriculum. The School engages external speakers, including health professionals and youth workers, to enhance delivery of the programme, as appropriate to pupils' ages and needs.

The School's planned programme of teaching and learning is progressive in terms of language, concepts and content which increases in depth and complexity as pupils progress through the School.

PARENTS

The School recognises the central role played by parents in the matter of SRE. As the primary carers of their children, parents are uniquely placed to talk to them about sex and relationships issues, answering their questions, helping them to cope with the emotional and physical aspects of growing up and maintaining the culture and ethos of their own family. The School will always seek to work in partnership with parents and they should feel confident that the School's SRE programme will complement and support their role as parents.

Parents are able to view this Policy on the parents' portal of eQE. Full details of the SRE programme, including schemes of work and relevant syllabus information, are available from the School on request.

The School recognises that parents have the right to withdraw their child from all or part of SRE except those parts included in the Science syllabus. In the event that a parent wishes to withdraw

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their child from all or part of the non-Science element of the programme, they should write to the Headmaster, stating their objections. Parents wishing to exercise this right are invited to discuss their concerns further with their son's Year Head so that any fears can be allayed or possible alternative provision discussed. Parents considering the withdrawal of their son from the programme are asked to consider the possible harmful effect this could have by his remaining ignorant, or becoming misinformed from outside sources, about matters concerning sex and relationships.

TEACHERS

- In order to deliver SRE effectively, it is important that staff are confident and comfortable with the subject matter. Therefore staff involved in delivering the programme are supported by in-service training;
- Staff teach SRE within the regulatory framework and the School's value system and do not allow their personal beliefs and attitudes to influence their teaching;
- Although no attempt is made to promote one particular viewpoint, pupils are encouraged to evaluate the moral implications involved in the matters under discussion;
- Teaching methods ensure that coverage of potentially sensitive issues is constructive and maintains pupils' self-esteem;
- To aid effective learning, pupils may be placed into pairs or small groups;
- Emphasis is placed on the importance of respecting the views of others;
- Clear ground rules are set so that the class knows what is an appropriate and inappropriate manner of discussion and pupils are encouraged to be mature and sensible;
- Personal privacy is respected and no-one is invited to talk about their own personal experiences;
- Pupils' questions are answered in a sensible and matter of fact manner, although teachers use their skill and discretion in deciding whether or not to answer a particularly difficult or explicit question in class;
- Teaching is to the group as a whole and whilst all teachers take a pastoral interest in the well-being of their pupils, they do not act as counsellors to individual pupils;
- Pupils are reminded that confidentiality cannot be guaranteed in matters concerning child protection (this will be relevant where a pupil makes a relevant disclosure to a member of staff, or a member of staff surmises indirectly that child protection issues are involved).

INCLUSION

The SRE programme is an entitlement of all pupils and therefore is presented in a way that is inclusive of difference, including disability, sexual orientation, ethnicity, culture, faith and other life experience. In particular:

- Different ethnic and cultural groups may have different attitudes to SRE. These differing views are taken into account with sensitivity and respect in as far as there is no inconsistency with the general values of the School and Government guidelines;
- The School presents an honest, sensitive and balanced approach in the discussion of the range of sexual orientation, and tackles any homophobic bullying;
- The School ensures that pupils with special educational needs and disabilities are properly included in SRE so that it is also relevant to them, and they are thereby helped to understand their physical and emotional development and to make positive decisions in their lives;

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- The School recognises that its pupils may come from a variety of family situations and home backgrounds, and care is therefore taken in the delivery of the programme to ensure that there is no stigmatisation of pupils based on their home background.

SPECIFIC ISSUES

The following specific issues will be addressed in the delivery of the SRE programme:

- Contraception, and sexually transmitted diseases including HIV/AIDS;
- Abortion, including the legal rights and moral viewpoints surrounding this;
- The links between sexual behaviour and alcohol;
- The influence of the media including its manipulation of digital images and the potentially unrealistic expectations of body image this can create, especially in young people;
- Digital and communication technology continues to evolve at a rapid pace, maintaining the need to protect children and young people from online threats. SRE will therefore cover the problems created by exposure to pornographic, violent or other inappropriate content; the dangers of cyber-bullying; the dangers of sending, as well as receiving, inappropriate messages and images; and vulnerability to being exploited or 'groomed' online;
- Sexual issues will be broached from both a male and female perspective, including the discussion and promotion of gender equality in relationships, discussion of domestic violence, and challenging more widespread gender-based inequality and negative stereotypes;
- Pupils will learn about the importance of respecting boundaries and the law concerning sexual behaviour. In the law of sexual offences, the onus is on receiving rather than giving consent.

Linked Policies

- Bullying Policy
- Drugs Policy
- Equal Opportunities Policy
- Governors' Statement of Education
- Health and Safety Policy
- Home-School Agreement
- Information and Communication Technology Policy: Policy on Acceptable Use
- Information and Communication Technology Policy: Policy on Electronic Mail (email)
- Information and Communication Technology Policy: Policy on Monitoring Computer and Network Use
- Safeguarding Policy
- Special Educational Needs and Disability Policy
- Spiritual, Moral, Social and Cultural Development Policy

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Linked Legislation and Guidance

- Sex and Relationships Statutory Education Guidance (2000) (DfEE 0116/2000)
- Sex and Relationships Education (SRE) for the 21st Century: Supplementary advice to DfEE 0116/2000 (2014)
- Children Act 2004
- Education Act 1993 (re withdrawal from curriculum)
- Education Act 1996 and 2002
- Academies Act 2010

Further Reading

- Lower School Science: Department scheme of work
- Religion & Society: Department scheme of work
- www.education.gov.uk/childrenandyoungpeople
- Outside agencies: e.g. The Sex Education Forum, National Children's Bureau and Family Planning Association
- *SRE and Parents* (DfES 0706/2001)

Approved by the Governing Body on 18 June 2015

Signed

B.R. Martin, Chairman of the Governing Body