

# Royal Alexandra & Albert School



## Sex and Relationship Education Policy

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**This policy was originated by Tamasine Bellaby, Head of Social Science**

**It was re-approved by the Pupil Matters Academic Committee on 11 October 2016**

**It is next due for re-approval during the Autumn Term 2019**

## 1 Introduction

1.1 Name of school: Royal Alexandra & Albert School

1.2 Date of Policy: 11 October 2016

1.3 Member(s) of staff with responsibility for SRE: In charge of PSHE (Junior School), Head of Social Sciences (KS3 and KS4) Deputy Head of Sixth Form (KS5)

1.4 Review Date: Autumn 2019

## 2 The School Context

2.1 The Royal Alexandra and Albert School is a state boarding school in Reigate, Surrey teaching the age range 7-18. The school serves the local Merstham, Redhill and surrounding communities for Day boarders and a national and International community of boarders entitled to a British education. There are approximately 453 boarders, 537 flexi/day boarders and 17day pupils. Day/ flexi boarders have access to an extended day from 7:30am to 9:00pm.

2.2 The current number of students on roll is 1,013.

### 2.3 Moral and Values Framework

2.3.1 The SRE programme at the Royal Alexandra and Albert School reflects the school ethos and demonstrates and encourages the following values:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

### 2.4 Equal Opportunities Statement

2.4.1 The school is committed to the provision of SRE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds.

## 3 The Aims of Sex and Relationships Education

3.1 Sex and relationship education should help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

3.2 The aims of SRE at Royal Alexandra and Albert School are:

- To enable our pupils to better understand the nature of human relationships

- To enable pupils to see the importance of stable and healthy relationships
- To prepare pupils for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood
- To enable pupils to make good, informed choices concerning relationships and healthy lifestyles

3.3 In this school SRE has three main elements, all of which are important for a balanced SRE programme:

### **Attitudes and values**

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas and
- Developing critical thinking as part of decision-making

### 3.3.2 **Personal and social skills**

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

### 3.3.3 **Knowledge and understanding**

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

## **4 Content of the schools SRE programme**

4.1 Spiral curriculum:

- A successful SRE program focuses on key concepts which will ensure young people develop the necessary skills to understand difference and respect themselves and others. This is achieved at Key Stage 2 and Key Stage 3 through a spiral curriculum which introduces key concepts to students at a young age and covers these concepts repeatedly, with increasing degrees of complexity.
- This approach enables students to have access to vital concepts and knowledge regardless of when they join the school.

## 4.2 Key Stage 2: (See Appendix 1 for unit overview.)

- Pupils learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs. They learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and well-being of others.
- Life processes are discussed including the physical changes that take place at puberty, why they happen and how to manage them

## 4.3 Key Stage 3: (See Appendix 2 for unit overview.)

### 4.3.1 Developing a healthy, safer lifestyle

Pupils cover the following topics, both within specific SRE specific lesson and across other parts of the curriculum including a structured PSHE programme of study:

- To recognise the physical and emotional changes that take place at puberty and how to manage these changes in a positive way
- How to keep healthy and what influences health, including the media
- That good relationships and an appropriate balance between work, leisure and exercise can promote physical and mental health
- In a context of the importance of relationships, about human reproduction, contraception, sexually transmitted infections, HIV and high-risk behaviours including early sexual activity
- To recognise and manage risk and make safer choices about healthy lifestyles
- To recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including knowing when and where to get help
- About the health risks of early sexual activity and pregnancy, and about safer choices they can make
- In the context of the importance of relationships, how different forms of contraception work, and where to get advice, in order to inform future choices
- To be aware of exploitation in relationships

### 4.3.2 Developing good relationships and respecting the differences between people

Pupils cover the following topics, both within specific SRE specific lesson and across other parts of the curriculum including a structured PSHE programme of study:

- About the nature of friendship and how to make and keep friends
- To recognise some of the cultural norms in society, including the range of lifestyles and relationships
- The changing nature of, and pressure on, relationships with friends and family, and when and how to seek help
- To recognise that goodwill is essential to positive and constructive relationships

- To negotiate within relationships, recognising that actions have consequences, and when and how to make compromises
- To resist pressure to do wrong, to recognise when others need help and how to support them
- To communicate confidently with their peers and adults

#### 4.4 Key stage 4:

##### 4.4.1 Developing a healthy, safer lifestyle

Pupils cover the following topics, both within specific SRE specific lesson and across other parts of the curriculum including a structured PSHE programme of study:

- To think about the alternatives and long- and short-term consequences when making decisions about personal health
- To use assertiveness skills to resist unhelpful pressure
- About the health risks of early sexual activity and pregnancy, and about safer choices they can make
- In the context of the importance of relationships, how different forms of contraception work, and where to get advice, in order to inform future choices
- To seek professional advice confidently and find information about health
- How to develop good relationships and respect the differences between people

Pupils cover the following topics, both within specific SRE specific lesson and across other parts of the curriculum including a structured PSHE programme of study:

- To be aware of exploitation in relationships
- To be able to talk about relationships and feelings
- To deal with changing relationships in a positive way, showing goodwill to others and using strategies to resolve disagreements peacefully
- About the nature and importance of healthy, stable relationships including marriage and other long-term relationships.

#### 4.5 Key stage 5:

- To be aware of exploitation in relationships
- In the context of the importance of relationships, how different forms of contraception work, and where to get advice, in order to inform future choices
- In a context of the importance of relationships, about human reproduction, contraception, sexually transmitted infections, HIV and high-risk behaviours including early sexual activity

## 5 Organisation

5.1 SRE is normally delivered in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.

5.2 PSHE Ground Rules are used in all PSHE and SRE lessons. These are laid out in the first lesson of every unit and introduce expectations and contextualisation for the unit. Though connected to the school's code of conduct, the ground rules

specifically relate SRE lessons.

- 5.3 The ground rules include (but are not limited to)
- No personal questions
  - Consideration about person revelations (this point is linked to Child Protection Policy and well-being)
  - Use of correct names for body parts
  - Listen to and respect the opinions of others
  - Laugh with, not at
  - If you do not want to talk, you do not have to
  - Prejudice about faith, culture, gender and sexuality will not be tolerated
  - Confidentiality – unless there is a chance of harm. A suitable example will be given to ensure students are aware of
  - Information on where students can get further information and advice is to be included.
- 5.4 Confidentiality must be respected by all members of the classroom. However, both teaching and non-teaching staff must continue to follow the school's Child Protection Policy. Students should be made explicitly aware of this during the first lesson and throughout the unit.
- 5.5 It has been agreed with the Pastoral team that there is a zero-tolerance approach during the SRE units. The schools 3 warning system does not apply with regards to SRE lessons. Students are made aware of this during lesson 1 of every unit. If a student is removed there will be a discussion between the Head of Social Science, classroom teacher and the Head of Year with regards to the suitability of the student returning to lessons for the SRE unit. ELT are to be consulted as necessary.
- 5.6 The Head of Social Science will deliver annual training on the delivery of SRE. This is compulsory for all Citizenship teaching staff. Staff are reminded of the ground rules for SRE and the requirements with regards to confidentiality and Child Protection.
- 5.7 SRE should not be delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social Health Education (PSHE) and Citizenship. At the Royal Alexandra & Albert School the *main* content is delivered in the following ways:
- 5.8 Key Stage 2**
- 5.8.1 SRE is delivered to all students in a specifically designed curriculum in the summer term. The schemes of work are delivered by all Junior School teaching staff; staff are supported in the best way to deliver the subject.
- 5.9 Key Stage 3 & 4**
- 5.9.1 Delivered to all students in one lesson a week for a half term as part of a spiral curriculum.

- 5.9.2 SRE is delivered within the Social Science Department and by the Social Science teaching staff. SRE units of work are planned by the Head of Social Science to ensure consistency with regards to topics covered.

## **5.10 Key Stage 5**

- 5.10.1 SRE is delivered to all students through a series of lectures and workshops, the presenters of which are from inside and outside of the school and specialise in the specific areas covered.

## **6 Assessment and Evaluation**

- 6.1 Elements of the sex education in the science curriculum are assessed formally.
- 6.2 Assessment and evaluation of the SRE programme outside the science order is conducted using a variety of informal activities which have been built into the programme. This could include peer assessment and self-assessment. Teachers delivering SRE should constantly evaluate their lessons to inform future planning.

## **7 Specific Issues within SRE**

### **7.1 Withdrawal**

- 7.1.1 Parents/Carers have the right to withdraw their children from all or part of the Sex and Relationships Education provided at school except for those parts included in statutory National Curriculum Science. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed.
- 7.1.2 The Head of the Junior School (Key Stage 2), Head of Social Science (Key Stages 3 & 4) and Deputy Head of Sixth Form (Key Stage 5) will correspond with parents/carers on an annual basis. Correspondence is to include:
- Procedures for withdrawing a child from the SRE lessons
  - An overview of the topics to be covered
  - The option to explore any concerns and discuss any impact that withdrawal may have on the child

## **8 Confidentiality and Child Protection Issues**

- 8.1 As a general rule a young person's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the pupil is at risk or in danger, she/he talks to the named child protection co-ordinator who takes action as laid down in the Child Protection and Safeguarding Policy. The young person concerned will be informed that confidentiality is being breached and the reasons why. All staff are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues.

## **9 Answering Difficult Questions**

- 9.1 Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.
- 9.2 Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned.
- 9.3 Royal Alexandra & Albert School believes that SRE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.



## KEY STAGE 2 – TOPIC OVERVIEW AND LEARNING OUTCOMES

<u>Theme</u>	YEAR 3 BY THE END OF THE YEAR MOST PUPILS SHOULD BE ABLE TO	YEAR 4 BY THE END OF THE YEAR MOST PUPILS SHOULD BE ABLE TO	YEAR 5 BY THE END OF THE YEAR MOST PUPILS SHOULD BE ABLE TO	YEAR 6 BY THE END OF THE YEAR MOST PUPILS SHOULD BE ABLE TO
<b>PHYSICAL CHANGES</b>	<ul style="list-style-type: none"> <li>• TO LEARN ABOUT THE LIFE CYCLE OF ANIMALS.</li> <li>• TO UNDERSTAND THE HUMAN LIFE CYCLE-INCLUDING BABY IN THE WOMB FOR 9 MONTHS, BABIES NEED FOR DEVELOPMENT, CHILDHOOD &amp; GROWING OLD.</li> <li>• LEARN ABOUT PERSONAL HYGIENE-HOW TO WASH PROPERLY.</li> <li>• UNDERSTAND THAT WE ARE IN CHARGE OF OUR OWN BODIES AND THAT WE HAVE THE RIGHT TO SAY NO (TRUST YOUR INSTINCT).</li> </ul>	<ul style="list-style-type: none"> <li>• LEARN ABOUT PERSONAL HYGIENE, INCLUDING, BODY ODOUR- REGULAR CHANGES OF CLOTHES ESPECIALLY UNDERWEAR AND USING ANTI-PERSPIRANTS</li> <li>• SKINCARE-RELATIONSHIP TO DIET</li> <li>• NAME THE <b>EXTERNAL</b> SEXUAL PARTS</li> <li>• DISCUSS PREGNANCY - THE PERIOD OF GESTATION</li> </ul>	<ul style="list-style-type: none"> <li>• LEARN ABOUT PHYSICAL BODILY CHANGES OF,               <ul style="list-style-type: none"> <li>a) girls – pubic hair, breasts and hips in preparation for birth</li> <li>b) BOYS – MUSCLES, PUBIC HAIR, PENIS, VOICE CHANGE</li> </ul> </li> <li>• LEARN ABOUT THE PREPARATION OF A WOMAN’S BODY FOR BIRTH.</li> <li>• DISCUSS SANITARY PROTECTION AND PERSONAL HYGIENE DURING MENSTRUATION AND OTHER.</li> <li>• UNDERSTAND THAT WE ARE IN CHARGE OF OUR OWN BODIES AND THAT WE HAVE THE RIGHT TO SAY NO (TRUST YOUR INSTINCT).</li> </ul>	<ul style="list-style-type: none"> <li>• NAME THE <b>INTERNAL</b> SEXUAL PARTS.</li> <li>• UNDERSTAND THE FUNCTION OF THE INTERNAL ORGANS E.G. THIS IS WHERE THE BABY GROWS.</li> <li>• DISCUSS PREGNANCY-THE PERIOD OF GESTATION.</li> <li>• UNDERSTAND HOW TO PREDICT YOUR PERIOD.</li> <li>• CONTINUE TO LEARN ABOUT PERSONAL HYGIENE, INCLUDING, BODY ODOUR- REGULAR CHANGES OF CLOTHES ESPECIALLY UNDERWEAR AND USING ANTI-PERSPIRANTS</li> <li>•</li> </ul>
<b>EMOTIONS/ FEELINGS</b>	<ul style="list-style-type: none"> <li>• CELEBRATE THE WONDER OF OUR BODIES.</li> <li>• EMPATHISE WITH THE FACT THAT PEOPLE CHANGE AT DIFFERENT TIMES.</li> </ul>	<ul style="list-style-type: none"> <li>• CELEBRATE THE WONDER OF OUR BODIES – EXCITING HOW OUR BODIES GROW INTO ADULTHOOD.</li> <li>• EMPATHISE WITH THE FACT THAT PEOPLE CHANGE AT DIFFERENT TIMES.</li> <li>• DISCUSS STRATEGIES OF DEALING WITH FEELINGS.</li> </ul>	<ul style="list-style-type: none"> <li>• CELEBRATE THE WONDER OF OUR BODIES – EXCITING HOW OUR BODIES GROW INTO ADULTHOOD AND ARE PREPARED FOR REPRODUCTION.</li> <li>• EMPATHISE WITH THE FACT THAT PEOPLE CHANGE AT DIFFERENT TIMES.</li> <li>• UNDERSTAND MOOD CHANGES IN ADOLESCENCE-SHOWING EMOTIONS AND FEELINGS AND RECOGNISING THAT BOYS CRY TOO AND GIRLS GET ANGRY.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• CELEBRATE THE WONDER OF OUR BODIES – EXCITING HOW OUR BODIES GROW INTO ADULTHOOD AND ARE PREPARED FOR REPRODUCTION</li> <li>• EMPATHISE WITH THE FACT THAT PEOPLE CHANGE AT DIFFERENT TIMES.</li> <li>• EXPLORE CHANGING RELATIONSHIPS BETWEEN BOYS AND GIRLS.</li> </ul>

<u>Theme</u>	YEAR 3 BY THE END OF THE YEAR MOST PUPILS SHOULD BE ABLE TO	YEAR 4 BY THE END OF THE YEAR MOST PUPILS SHOULD BE ABLE TO	YEAR 5 BY THE END OF THE YEAR MOST PUPILS SHOULD BE ABLE TO	YEAR 6 BY THE END OF THE YEAR MOST PUPILS SHOULD BE ABLE TO
<b>PERSONAL RIGHTS &amp; Relationships</b>	<ul style="list-style-type: none"> <li>• LEARN HOW TOUCHING IS A SIGN OF AFFECTION</li> <li>• DISCUSS INAPPROPRIATE TOUCHING BY CHILDREN AND ADULTS.</li> <li>• EXPLORE FRIENDSHIP-HOW WE RELATE TO EACH OTHER. HOW DO YOU SHOW SOMEONE THAT YOU'RE THEIR FRIEND. WHAT MAKES A GOOD FRIEND?</li> </ul>	<ul style="list-style-type: none"> <li>• DISCUSS THE CHARACTERISTICS OF A FAMILY AND UNDERSTAND HOW THEY CAN BE DIFFERENT</li> <li>• DISCUSS INAPPROPRIATE TOUCHING BY CHILDREN AND ADULTS</li> </ul>	<ul style="list-style-type: none"> <li>• EXPLORE PLATONIC RELATIONSHIPS. HOW DO WE DEMONSTRATE AFFECTION?</li> <li>• DISCUSS INAPPROPRIATE TOUCHING BY CHILDREN AND ADULTS</li> <li>• DISCUSS THE CHARACTERISTICS OF A FAMILY AND UNDERSTAND HOW THEY CAN BE DIFFERENT</li> </ul>	<ul style="list-style-type: none"> <li>• LEARN HOW TOUCHING IS A SIGN OF AFFECTION</li> <li>• DISCUSS INAPPROPRIATE TOUCHING BY CHILDREN AND ADULTS</li> <li>• LEARN ABOUT SEXUAL RELATIONSHIPS WITHIN THE CONTEXT OF A LOVING RELATIONSHIP ( SINGLE OR MIXED SEX)</li> <li>• DISCUSS THE CHARACTERISTICS OF A FAMILY AND UNDERSTAND HOW THEY CAN BE DIFFERENT</li> </ul>

**KEY STAGE 3 AND 4 – TOPIC OVERVIEW**

<b>Key Stage 3</b>	<b>Key Stage 4</b>
<ul style="list-style-type: none"> <li>• Self-respect &amp; Self-esteem</li> <li>• Healthy &amp; Unhealthy Relationships</li> <li>• Communication</li> <li>• Puberty (recap from Junior School)</li> <li>• Self-respect and self-esteem</li> <li>• Healthy relationships</li> <li>• Unhealthy relationships with a focus on abusive relationship</li> <li>• Love and pressure</li> <li>• Self-respect and self-esteem</li> <li>• The development of relationships</li> <li>• Contraception</li> <li>• Sexually Transmitted Infections</li> </ul>	<ul style="list-style-type: none"> <li>• Contraception and Sexually Transmitted Infections (recap)</li> <li>• Sexual bullying</li> <li>• Sexualisation of young people in the media</li> <li>• Debates surrounding abortion</li> <li>• Types of long-term relationships</li> </ul>