

**The  
Springfield Centre  
RSE  
Policy  
June 2020**

## **Rationale**

This policy is in response to the statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 the Sex and Relationship Education Guidance DfES 2000.

It takes into account the special educational needs of the pupils, statutory obligations which are placed on the school and within the context of Every Child Matters. Consideration is also given to the benchmarks set down by Ofsted and HMI. This policy needs to be read in conjunction with: -

- the school's 'Teaching and Learning Policy'
- the school's 'Curriculum Policy'
- the school's 'Safeguarding Policy'

## **What is sex education?**

SRE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, family life, and for forming attitudes, beliefs and values about relationships and sexuality. It looks at how relationships may affect health and wellbeing, including mental health.

SRE includes understanding about growing up and reproduction but also being able to make decisions, respect oneself and others. It helps children foster a sense of self-esteem and self-awareness and confidence to manage their lives in positive and healthy ways, as well as empathising with others.

## **Aims**

Our specific aim of SRE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, and moral dimensions of sexual health. Our SRE programme aims to prepare pupils for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- Develop confidence to talk, listen and think about their feelings and relationships.
- Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.

- Avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- Communicate effectively by developing appropriate terminology for sex and relationship issues.
- Develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity.
- Understand the arguments for delaying sexual activity.
- Understand the reasons for having protected sex.
- Have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- Be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary.
- Know how the law applies to sexual relationships.
- Develop skills and self-esteem for entering adolescence.
- Address concerns and correct misunderstanding that children may have gained from the media and peers.
- Develop skills to help protect themselves from unwanted sexual experience.
- Encourage an appreciation of the varieties of family which exist in our multi-faith and multi-racial society.

## **Principles and Values**

The Springfield Centre believes that SRE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people
- Encourage every student to contribute to make our community and aims to support each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.

- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

## **Organisation and Content of Sex and Relationship Education**

The Springfield Centre specifically delivers Sex and Relationship Education through its PSHE lessons. Lessons are delivered in the classroom by the PHSE teacher and teaching assistant, with support from Spectrum services in Wakefield. The PSHE Programme is taught to all pupils who attend The Springfield Centre. Any SRE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When pupils ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the pupils, the question may be dealt with individually at another time.

## **Inclusion**

### **Ethnic and Cultural Groups**

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

### **Students with Special Educational Needs**

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

## **Sexual Identity and Sexual Orientation**

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

## **Right of Withdrawal of Students from Sex and Relationship Education**

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any SRE resources the school uses.

## **Confidentiality, Controversial and Sensitive Issues**

The school cannot offer unconditional confidentiality. In any case where safeguarding procedures are followed, the school will ensure that the young person understands that if confidentiality has to be broken, they will be informed first. Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student.

June 2020

Policy approved by