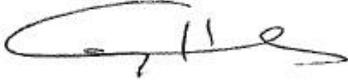


UTC South Durham
Sex and Relationships Education (SRE)
Policy



Date of adoption	July 2016
Approved by	Governing Body
Signed: (Principal) 	Date: 15 July 2016
Signed: (Chair of Governors) 	Date: 15 July 2016

Date to be reviewed by	May 2018
Responsibility	Deputy Principal

1. Introduction

The purpose of this policy is to:

- Clarify the legal requirement and responsibilities of UTC South Durham
- Clarify the UTC's approach to sex and relationships (SRE) for all staff, students, Governors, parents/carers, external agencies and the wider community
- Give guidance on developing and implementing and monitoring the SRE education programme
- Provide a basis for evaluating the effectiveness of the UTC's SRE programme.
- Reinforce the role of the UTC in contributing to local and national strategies

The DfE 'Sex and Relationship Guidance' (2000) recommends that 'Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives'. The UTC has a key role, in partnership with parents/carers, in providing SRE.

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about sex and relationships, are more likely to be more discerning in their relationship and sexual behaviours and to have fulfilling relationships:

'Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to enter into sexual activity. Indeed, it can help them learn the reasons for, and the benefits to be gained from, delaying such activity'. (DfE 'Sex and Relationship Guidance', 2000).

2. Guiding principles

The overall aims of the SRE programme are:

- To provide accurate information about, and understanding of, SRE issues
- To dispel myths
- To explore a range of attitudes towards SRE issues and to help students to reach their own informed views and choices for a healthier lifestyle
- To develop respect and care for others
- To increase student's self-esteem
- To develop skills relevant management of relationships and sexual situations. Examples include communication with and empathy towards others, risk assessment, assertiveness, conflict management, decision making, seeking help and helping others.
- To contribute to a reduction in local and national teenage pregnancy, sexually transmitted infections and abortion rates
- To contribute to a reduction in local teenage pregnancy, sexually transmitted infections and abortion rates

3. Content

The programme that the UTC will follow will be based on national guidelines provided by the DfE and will be sensitive to the age and experience of our students. It will be delivered through the Personal, Social Health and Citizenship Education and the National Science Curriculum and the Health Specialism.

4. Delivery

SRE is delivered by teachers who have undertaken SRE training.

4.1 Methodology and resources

Teaching will be based on an understanding that a variety of flexible teaching methods will be used to ensure all students are fully involved.

4.2 Staff training

All staff are provided with adequate training and support to help them deliver effective Sex and Relationship Education and respond to situations with consistency and sensitivity taking account of religious, social and cultural issues. As part of staff induction on ongoing CPD provision we will contact the LA SRE Consultant for details of training programmes to be included in the UTC's training opportunities.

4.3 Outside agencies

Outside agencies may at times be used to complement or deliver the SRE programme.

4.4 Assessment/monitoring and evaluation

Assessment, monitoring and evaluation of the SRE Education programme will be carried out on a regular basis by the Deputy Principal.

4.5 Parents

The UTC will share responsibility for the education of students with parents, who will be kept informed and involved through newsletters and individual discussions when appropriate. Parents have a legal right to withdraw their children from dedicated 'sex and relationship education' lessons. However, we would encourage parents to discuss this fully with the Deputy Principal. They do not have a right to withdraw their children from those aspects of SRE that are taught in National Curriculum Science or where SRE issues arise incidentally in other subject areas.

5. Local and national guidance

This policy has been written in consultation with the following guidance:

- National Curriculum in England updated July 2014 (2.3, 3.6, 4.2)
- Guidance - PSHE Education, DfE, 2013
- Education Act, 2002, Section 78 (1a,b) and 80 (1c)
- Ofsted PSHE Report 2013 – 'Not Yet Good Enough'
- Sexual Health improvement Framework, DfE, 2013
- The Importance of Teaching, DfE, 2010 (4.29, 4.30)
- Sex and Relationship Education Guidance (DfE 06/07/2000)
- PSHE Association guidance document, SRE for the 21st Century, 2014
- National Teenage Pregnancy Strategy
- QCA PSHE Curriculum Framework for Schools 2000
- National Curriculum 2000 Statutory Science
- National Healthy Schools Standards 2006
- Ofsted (2002) Sex and Relationships. Office for Standards in Education, London

6. Monitoring and evaluation

It is the responsibility of all teaching staff to ensure this policy is adhered to. The Vice Principal and Faculty Director of Core and Inclusion will monitor the operation and effectiveness of UTC's SRE Procedures.

7. Other policies/documents

This policy should be read in combination with other UTC South Durham policies/documents:

- Curriculum Policy
- Education Plan
- PSHE Policy
- Safeguarding Policy
- Teaching and Learning Policy

Appendix 1 Additional information

1. What is SRE?

The term Sex and Relationships Education (SRE) – is used in this policy rather than sex education. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self esteem and the skills to manage relationships.

According to DfE guidance, SRE 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’ (DfE ‘Sex and Relationship Guidance’, 2000).

The guidance suggests that SRE should have three main elements as follows:

1.1 Knowledge and understanding

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

1.2 Attitudes and values

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision making

1.3 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
- Learning how to recognise and avoid exploitation and abuse

2. Morals and Values Framework

Our approach to SRE will be conducted within a clear morals and values framework based on the following principles:

- The value of stable and loving relationships

- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion
- The right not to be abused by other people or be taken advantage of
- The right of people to follow their own sexuality, within legal parameters

We also believe that students have an entitlement to:

- Age and circumstance appropriate SRE
- Access to help from trusted adults and helping services

SRE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. UTC South Durham's approach to SRE will be balanced and take account of, and be sensitive to, different viewpoints but will not be passed on personal bias.

3. Confidentiality and informing parents/carers

We are aware that some parents find it hard to cope with their children's sexual development, and are happy for the UTC to take the initiative. We will take every opportunity to inform and involve parents and carers.

UTC staff cannot promise absolute confidentiality if approached by a student for help. Staff must make this clear to students.

It is very rare for a student to request absolute confidentiality. If they do, in situations other than that involving child protection issues, staff must make a careful judgement about whether or not a third party needs to be informed.

This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the student may be experiencing
- The student's age, maturity and competence to make their own decisions

Where it is clear that a student would benefit from the involvement of a third party, staff should seek the consent of the student to do so. If appropriate, staff might inform the third party together with the student. Unless clearly inappropriate, students will always be encouraged to talk to their parent/carer.