



JFS School

The Mall Kenton Harrow Middlesex HA3 9TE

SEX AND RELATIONSHIPS EDUCATION POLICY (SRE)

*Reviewed in the Summer Term 2017
To be next reviewed in the Spring Term 2019*

1. JFS Ethos and Values

This policy aims to reflect our school's motto "**ORAH VE'YIKAR**" – **ENLIGHTENED AND VALUED**" - and its intention to offer the highest quality of education for our students.

JFS is a co-educational inclusive, modern, orthodox Jewish school that strives to produce well-educated, faithful and proud Jews who will be responsible and contributing members of society. Sex education is part of the personal, social, health and citizenship education curriculum in our school. We will teach it within a framework of Jewish values and the Jewish understanding that sex is a gift of God as part of creation. Whilst we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions.

2. Aims and Principles

2.1 Definition

SRE is about the understanding of the importance of marriage and 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.

There are 5 main elements:

- Personal Identities
- Healthy Lifestyles
- Risk
- Relationships
- Diversity

As per National Curriculum September 2014

2.2 Aims of Sex and Relationship Education

Sensitivity and respect should be shown to all children when teaching about personal relationships and sex education and SRE should be taught in a way to ensure that there is no stigmatization of children based on their home/personal circumstances.

3.

The aim of SRE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical,

religious, and moral dimensions of sexual health. Our SRE programme aims to prepare students 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;
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships;
- give young people a clear understanding of the arguments for delaying sexual activity and resisting pressure;
- 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;
- understand there are different views of human sexuality; challenge homophobia and promote awareness and understanding of LGBTQ+ issues
- challenge sexism and prejudice, and promote equality and diversity;
- 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;

2.3 Key Principles

- It is a legal requirement that all schools have an SRE policy. The policy must be available to parents for inspection on request. The Governing Body is responsible for developing the policy taking into account the culture of the community the school serves.
- All students have an equal entitlement to sex and relationship education. The sex and relationship education programme is firmly embedded in the PSHCE framework.
- The overall responsibility for drawing up this policy lies with the Governing Body and Headteacher, who will take into account the views of other stakeholders.
- Staff will receive appropriate training and support so that they feel confident to deliver the programme.
- The SRE policy and programme of study is in accordance with the National Curriculum statutory PSHCE programme of study for both KS 3 & 4 (National Curriculum Statutory Guidance 2014) and the law.

3. The Provision

3.1 JFS specifically delivers Sex and Relationship Education as partnership through its PSHCE Programme, Jewish Studies and Science lessons, and Jewish Informal Education programmes. The teaching and the materials will be appropriate to the age, and sensitive to the Jewish ethos and family backgrounds of the students.

The SRE programme includes:

- discrete time – timetabled PSHCE lessons
- specified science lessons in year 7 (National curriculum in England: science programmes of study 6 May 2015 Statutory guidance)
- specified science lessons in KS4 (Pearson Edexcel, Combined Science specification 2016) cross-curricular reinforcement in subjects like RE, Humanities and English
- PSHCE seminars, overseen by the relevant SLT line manager, utilising external professionals and organisations skilled in the delivery of SRE to students in conjunction with the School's Coordinator of Health Education

3.2 The SRE programme in Year 7 will be taught alongside the NC Science topic (see the Science programme of study). In other year groups the SRE is not linked specifically to a Science topic but will relate to it.

4. Guidelines on Teaching Sex and Relationship Education

4.1 Sex education should be set within a broader base of self-esteem and responsibility for the consequences of one's actions.

Teaching should:

- focus on relationships, love, commitment and the responsibilities of parenthood as well as sex
- focus on boys and young men as well as girls and young women
- build self-esteem
- teach the taking on of responsibility, and consequences of one's actions, in relation to sexual activity and parenthood
- provide information about contraception and where to access further advice
- give a clear understanding of the social and moral arguments for delaying sexual activity and resisting pressure
- link sex and relationship education to other issues of peer pressure like drugs, smoking and alcohol
- ensure students understand the law and how it applies to sexual relationships
- take account of the Jewish ethos
- deal with homophobic bullying (social inclusion: Pupil Support Circular 10/99)
- **not** be a promotion of sexual orientation or sexual activity

4.2 Teaching Strategies

4.2.1 It is good practice to set out **ground rules** to help create a safe environment in which students do not feel anxious or embarrassed by ensuring the following:

- a) teachers/health professionals will not have to answer personal questions
- b) no student will be forced to take part in a discussion
- c) students will be encouraged to use the correct terminology
- d) meanings of words will be explained in a factual way

4.2.2 Teachers will use **distancing techniques** which involve de-personalising discussion and using role play to ‘act out’ situations.

4.2.3 Teachers will be given training on how to respond to difficult questions. The ground rules should reduce the chance of a difficult personal question being asked. If a question is asked that is too personal or too explicit then the teacher should:

- a) acknowledge the question and promise to speak to the student later on an individual basis and/or
- b) in consultation with the Head of Year/school refer the student to an appropriate agency –e.g. medical officer, helpline or school counsellor.

5. Confidentiality, Controversial and Sensitive Issues

5.1 Teachers are in a position of trust and are expected to work within the agreed parameters of this document.

5.2 Policy - teachers must be aware of the school Child Protection and Safeguarding Policy as the teaching of SRE may raise the sensitive issue of child abuse. Joint guidance by the DfE, *Working Together to Safeguard Children* (published March 2013), sets out how all agencies should work together to promote children’s welfare and protect them from abuse and neglect.

5.3 Contraception - the teaching of contraception is an essential part of the Government’s strategy to reduce teenage pregnancy. SRE staff should give pupils information about different types of contraception, while respecting the religious convictions of students and their parents. Teachers should give additional information about where they can obtain confidential advice and counselling, on an individual basis.

5.4 STIs including HIV and AIDs – the teaching about safer sex is one of the Government’s strategies for reducing the incidence of STI’s including HIV/AIDs. It is vital to give pupils appropriate information and knowledge about STIs and HIV/AIDs. As well as information students need to develop the skills to enable them to make sensible choices. This will link to peer pressure and other risk taking behaviour such as drugs and alcohol.

5.5 Confidentiality - teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents of any disclosure unless the Headteacher has specifically requested them to do so.

In a case where a teacher learns from an under 16-year old that they are having or contemplating sexual intercourse:

- a) the young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- b) the young person would be advised of the benefits of delaying sexual activity.
- c) child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the school’s procedures.

- d) the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

In any case where child protection procedures are followed, the teacher 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, but in a classroom situation they must follow the school's confidentiality guidelines.

6. The Role of Parents and Carers and the Community

6.1 We 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.

- Teaching of some aspects of SRE by teachers might be of particular concern to some parents. Parents may need to be reassured that the personal beliefs and attitudes of teachers will not influence the teaching of SRE. All the teaching of SRE should be within the agreed values and framework of this policy and the Government framework for PSHCE.

6.2 Parents will be informed via the parent newsletter of upcoming SRE teaching. They have two weeks in order to email the appropriate head of year, should they wish to withdraw their child. In such cases, alternative arrangements will be made. Parents are encouraged to discuss their decisions with staff at the earliest opportunity.

7. Inclusion

Our policy is sensitive to the needs of different genders and levels of religious observance. For some young people it is not appropriate for them to be taught particular items in mixed groups. As a result, aspects of the SRE will be delivered in single sex environments. We will respond to parental requests and concerns.

Sexual Identity and Sexual Orientation

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

Students with Special 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.

8. Monitoring and Evaluation of Sex and Relationship Education

It is the responsibility of the relevant member of SLT to oversee and organise the monitoring and evaluation of SRE, in the context of the overall school plans for monitoring the quality of teaching and learning and its ethos.

The SRE programme will be evaluated regularly in accordance with the whole school policy review cycle. This will include lesson observations and student surveys

The SRE policy will be overseen and reviewed by Governors on a joint committee of members of the Curriculum and Jewish Education Committees.