



**Sex & Relationships Education and  
Drug & Alcohol Education**

**Guidance for Merton Schools  
2014**

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## **Section 1 Introduction**

### **1.1 Aim**

The aim of this document is to clarify for Merton schools what they are required and expected to deliver in Sex and Relationships Education (SRE) and Drug & Alcohol Education (DAE), within the context of their PSHE curriculum. Needs assessments carried out by LB Merton in 2013, identified SRE and DAE as the areas with which schools wanted most support and guidance. This document will also explain the principles of good practice applicable to the planning, delivery and evaluation of these subjects and provide guidance on specific areas such as gender, sexual orientation, and cultural and religious issues.

### **1.2 Definitions**

#### **Sex and Relationship Education**

According to DfE guidance<sup>1</sup> Sex and Relationship Education 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.’

#### **Drugs**

A drug is ‘a substance people take to change the way they feel, think or behave. This term encompasses all prescribed and over-the-counter medicines, all legal drugs such as alcohol, tobacco, volatile (sniffable) substances, and all illegal drugs covered by the Misuse of Drugs Act (1971)’.

#### **Drug & Alcohol Education**

Drug & Alcohol Education is the provision of:

‘planned and structured learning opportunities to develop pupils’ knowledge, skills, attitudes and understanding about all drugs; as well as awareness of the benefits of a healthy lifestyle in relation to their own or other’s actions.’<sup>2</sup>

### **1.3 Why are SRE and DAE important?**

The Merton Teenage Pregnancy and Substance Misuse Partnership Board is responsible for developing and implementing the local action plan which aims to further reduce local teenage pregnancy rates to 27/1,000 by the year 2015 and ensure preventative measures are in place to reduce longer term involvement in substance misuse. There is strong empirical evidence to show that high-quality SRE and access to and correct use of effective contraception are key factors in the reduction of teenage pregnancy. (Kirkby 2007, Santelli 2007).

International research shows that school-based SRE, particularly when linked to contraceptive services, does not increase sexual activity, but can have a positive impact on young people's knowledge and attitudes, delay sexual activity and/or reduce pregnancy

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<sup>1</sup> Sex and Relationship Education Guidance, DfE 2000

<sup>2</sup> Mentor-Adepis 2014 / Drug Guidance, DfES 2004

rates. There is no evidence that abstinence-only education programmes delay the initiation of sex, increase a return to abstinence or decrease the numbers of sexual partners.

The National Institute for Health and Clinical Excellence (NICE) recommends supporting the development of a whole school approach to alcohol with age appropriate school-based education on alcohol for children aged 10 upwards. Furthermore, interactive education programmes delivered in schools should be part of a comprehensive primary substance misuse prevention strategy.

Young people often overestimate how many of their own age group drink, smoke, use illegal drugs or are sexually active. Challenging the misconceptions that young people hold about the norms of their peers' behaviour is a highly important, positive influence on knowledge and behaviour change. It also provides opportunities within the curriculum to address attitude development and discuss what influences young people's decision making.

#### **1.4 What do young people say they want from SRE and DAE?**

Merton Council is committed to the Participation Promise, developed by the Merton Children's Trust, which aims to increase the participation of young people in the design and delivery of services. Merton Young Inspectors were consulted as part of the process of producing this document. The Young Inspectors are young people aged 18-21, who have been trained and appointed to carry out inspections of local services providing activities for young people in Merton.

The Young Inspectors contributed their ideas to the following questions:

- What Sex & Relationships Education do you remember learning? What did it cover?
- What Drug & Alcohol Education do you remember learning? What did it cover?
- What do you remember about the way the teachers delivered the lessons?
- What were the gaps? What else would you have wanted to learn about?
- What advice would you give teachers to make the lessons better?

All of the group had received some PSHE lessons at secondary school, but very few recalled being taught anything about SRE and DAE at primary school. The majority of the group agreed that aspects of both subjects should be begun prior to arriving at secondary school.

The results of their discussions and recommendations have been compiled into a Charter for Good Sex & Relationship Education and Drug & Alcohol Education, which can be found on the next two pages.

Young people should not just be on the receiving end of PSHE lessons. They should be actively consulted and involved in the development of a school's PSHE programme to ensure it remains up-to-date and relevant to their needs.

**Merton Young Inspectors  
Our Charter for Good Sex & Relationship Education and  
Drug & Alcohol Education**

**What do we need to learn about  
Sex and Relationships?**

- Sexual intercourse
- Risks and Consequences – what happens in real life, unwanted pregnancies, STIs and HIV/AIDS
- Abuse and rape
- Love – the difference between good and bad, emotional connections, soul ties
- Laws
- The positives
- Terminology
- Sexuality – science behind this, LGBT, being homosexual, being asexual
- Financial support

**What do we need to learn about  
Drugs and Alcohol?**

- What they contain
- Side effects, limits, damages and dangers
- Mental illness
- How easy it is to access them but why they shouldn't use them
- To inform young people about the consequences
- To try and make sure young people are safe
- To teach them the long term effects of the chemicals they are taking
- Get real time/life stories
- Teach about the positives

**What do teachers need to do to help make SRE/DAE lessons more interesting?**

- Interactive resources – cards, role plays, dramas
- Provide information on local services available
- Bring in guest speakers – teenage mothers, health professionals from clinics to speak about STIs and Drugs
- Fliers and booklets
- Games
- Workshops and theatre plays
- Videos, animations and apps

**What can young people do to help each other learn?**

- Mutual respect
- Don't be judgemental of each other
- Create a blog where young people can write
- Use group activities
- Share stories / info - be open with each other
- Be sensible, taking other people's feelings into consideration
- Share past stories but keep it confidential
- Don't put peer pressure on each other

**Merton Young Inspectors**  
**Our Charter for Good Sex & Relationship Education and**  
**Drug & Alcohol Education**

We want teachers to be

Confident  
 Enthusiastic  
 Open

Sensible  
 Comfortable  
 Open  
 Glad

We want students to be

We want our SRE and DAE to be

Accessible

SCIENTIFIC      ACCURATE

**Including the positives**

**BETTER**      Gainful      **Comfortable**

**UP TO DATE**      INTERESTING      **FUN**

Approachable      **More informative**

**#COMFORTING**      **Realistic**

**MORE OF IT!**

## **Section 2                    Legislation and Guidance**

### **2.1    Current legislation**

All schools have a statutory responsibility to provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under the Education Act 2002 and Academies Act 2010 such a curriculum must:

- *promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and*
- *prepare pupils for the opportunities, responsibilities and experiences of later life*

Under the Children Act 2004 maintained schools also have a statutory duty to promote children and young people's well-being.

Under the Equality Act 2010 schools are expected to fulfil the general duties of this act, which are to:

- eliminate unlawful discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

Schools are expected to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

There is further legislation under the Education Act 1996 and the Learning & Skills Act 2000, which details specific requirements for the teaching of SRE - see para 2.3 below.

### **2.2    National Curriculum requirements**

SRE and DAE topics which are included in the statutory science curriculum must be covered as part of the national curriculum requirements for both primary and secondary schools: <https://www.gov.uk/government/collections/national-curriculum>

From September 2014, the government's new national science curriculum should be delivered in all maintained schools. The government has not published a new PSHE curriculum, however, it states that '*All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.*' (DfE 2013). The introduction encourages schools to develop their own curriculum and signposts schools to the PSHE Programme of Study produced by the PSHE Association. The DfE also states on its website that it requires all schools to publish their curriculum by subject and academic year, including their provision of PSHE

Merton recommends that schools use the PSHE Association's Programme of Study as the basis for reviewing their PSHE curriculum and to ensure that all relevant areas are being covered effectively. The document is available to download for free from the PSHE Association website at: <https://www.pshe-association.org.uk/uploads/media/27/7783.pdf>

### **2.3    Legal framework for SRE**

The Education Act 1996 states the following key points in relation to SRE:

- The sex education elements of the National Curriculum Science Order are mandatory for all pupils of primary and secondary school age. These cover anatomy, puberty, biological aspects of sexual reproduction and use of hormones to control and promote fertility. Secondary schools are required to provide an SRE programme which includes (as a minimum) information about sexually transmitted infections (STIs) and HIV/AIDS.
- Other elements of personal, social and health education (PSHE), including SRE, are non-statutory.
- All schools must provide, and make available for inspection, an up-to-date policy describing the content and organisation of SRE outside of national curriculum science. This is the school governors' responsibility.
- Primary schools should have a policy statement that describes the SRE provided or gives a statement of the decision not to provide SRE outside of the science curriculum.

The Learning and Skills Act 2000 requires that:

- School governing bodies must have regard to the SRE Guidance when providing training, information or advice to teachers.
- Young people should learn about the nature of marriage and its importance for family life and the bringing up of children.
- Pupils are protected from teaching and materials which are inappropriate and take account of age, understanding and the religious and cultural backgrounds of the pupils concerned.
- A schools' SRE policy must include a statement that parents have a right to withdraw their child from all or part of SRE provided outside of the national science curriculum (check actual wording in LSA)

## 2.4 Government guidance on SRE

In 2000, the Department for Education and Employment published *Sex and Relationship Education Guidance*. The guidance provides help for schools in developing and implementing their SRE programme. It includes sections on:

- Developing a policy for SRE
- Specific Issues when teaching SRE
- SRE within PSHE
- Teaching strategies for SRE
- Working with parents
- Working with the wider community
- Confidentiality

This guidance remains valid under the current government (i.e. from 2013) and the Department for Education has stated clearly that although they will not produce an updated version, maintained schools and academies must have due regard to the guidance when delivering SRE.

Available here: <https://www.gov.uk/government/publications/sex-and-relationship-education>

## 2.5 Additional Guidance on SRE

Key organisations working in the field of SRE agreed that supplementary guidance was needed to support teachers in delivering lessons which addressed more current issues facing children and young people in 2014 and beyond. This additional guidance describes

the principles of high quality SRE and includes advice for teaching about sexual consent and exploitation, pornography, social media, and tackling prejudice.

Available here: <http://www.sexeducationforum.org.uk/media/17706/sreadvice.pdf>

## **2.6 Legal framework for DAE**

Unlike SRE, there is no legislation which sets out specific requirements for the teaching of DAE. Reference to the requirements for teaching DAE is covered by the legislation that schools must teach a broad and balanced curriculum and should include provision for PSHE, as described in para 2.1 above.

## **2.7 Government guidance on DAE**

In 2004 the Department for Education and Skills published *Drugs: Guidance for Schools*. This guidance is no longer valid and the government does not intend to produce a replacement document. However, the document does contain a wealth of information about the principles of drug education and schools may therefore wish to use it as a reference document to inform their teaching practice.

Available here: <http://mentor-adepis.org/drugs-guidance-for-schools/>

In 2013, in collaboration with the Association for Chief Police Officers (ACPO), the DfE published *DfE and ACPO drug advice for schools*, which provides non-statutory guidance on the management of drug-related incidents in schools. The guidance includes advice regarding searching and confiscation, involving parents, working with the police, responding to drug-related incidents, discipline and effects of parental use/misuse; there is also a suggested drug policy framework. IT does not provide advice on drug education.

Available here: <https://www.gov.uk/government/publications/drugs-advice-for-schools>

## **2.8 Additional guidance on DAE**

Mentor-Adepis (Alcohol and Drug Education and Prevention Information Service) has published a set of quality standards for the delivery of drug education programmes in schools. *Quality standards for effective alcohol and drug education* includes the following sections:

- Delivering effective alcohol and drug education in the classroom
- School context for effective alcohol and drug education
- Staff policies and safeguarding

Available here: <http://mentor-adepis.org/quality-standards-effective-alcohol-drug-education/>

## **2.9 Ofsted and PSHE**

The Ofsted inspection framework requires that PSHE lessons are subject to the same expectations as other subjects in relation to the achievement of pupils and the quality of teaching. Grade descriptors for PSHE were updated in April 2014.

Available here: <http://www.ofsted.gov.uk/resources/generic-grade-descriptors-and-supplementary-subject-specific-guidance-for-inspectors-making-judgement>

Personal development of pupils also comes under the wider category of spiritual, moral, social and cultural development, for which all maintained schools are expected to make provision.

## **Section 3 Policy Development**

All schools are required by law to produce a sex and relationships education policy. There is no legislative requirement for schools to produce a PSHE policy nor a drug education policy. However, most schools choose to have a policy document, which covers these subject areas in order to provide guidance to governors, parents, staff and pupils. A policy document can also serve to demonstrate how a school is supporting students in terms of their spiritual, moral, social and cultural development, which is covered by an Ofsted inspection.

Schools can either produce an overall policy for PSHE, which integrates the legal and statutory requirements of sex and relationship education, together with guidance for the teaching of drug education and other PSHE subject areas, or produce three separate interlinked policies for PSHE, SRE and DAE. Reference should also be made to school policies on Safeguarding/Child Protection and Confidentiality (see section 4 below).

### **3.1. Sex & Relationships Education Policy**

The DfE's SRE Guidance states that a policy must:

- define sex and relationship education
- describe how sex and relationship education is provided and who is responsible for providing it
- say how sex and relationship education is monitored and evaluated
- include information about parents' right to withdraw their children from SRE
- be reviewed regularly.

Teachers should use the guidance as a source of useful further information about policy development and the context for planning and delivering an effective programme of SRE. Further information about key areas to be addressed in the policy can be found in Section 4 on Confidentiality, Safeguarding and Child Protection.

A suggested outline for an SRE policy is provided in Appendix 1. Other useful documents, which could be used to inform policy development include:

- DfE Guidance: Sex and Relationship Education Guidance, July 2000  
<https://www.gov.uk/government/publications/sex-and-relationship-education>
- Sex Education Forum/Brook/PSHE Association: SRE for the 21<sup>st</sup> Century  
<http://www.sexeducationforum.org.uk/media/17706/sreadvice.pdf>
- PSHE Association: Producing your school's SRE policy:  
<http://www.pshe-association.org.uk/uploads/media/27/7795.pdf>

### **3.2 Drug & Alcohol Education Policy**

As explained above, there is no corresponding government guidance for producing a Drug & Alcohol Education policy. The previous guidance from 2004 is no longer valid, but it is still a useful source of information. A suggested outline for a DAE policy is provided in Appendix 2. Other useful documents, which could be used to inform policy development include:

- DfE and ACPO: Drug Advice for Schools:

- <https://www.gov.uk/government/publications/drugs-advice-for-schools>
- Mentor Adepis: Reviewing your drug and alcohol policy toolkit:  
<http://mentor-adepris.org/reviewing-your-drug-and-alcohol-policy-a-toolkit-for-schools/>
- Mentor-Adepis: Quality Standards for effective drug and alcohol  
<http://mentor-adepris.org/quality-standards-effective-alcohol-drug-education/>
- Drug Guidance (2004): (available via Mentor-Adepis):  
<http://mentor-adepris.org/drugs-guidance-for-schools/>
- Summary of UK Drug Laws (available via Drugscope)  
<http://www.drugscope.org.uk/resources/faqs/faqpages/what-are-the-uk-drug-laws.htm>

### **3.3 PSHE Policy**

There is no legislation or specific government guidance for producing a PSHE policy. A suggested outline for a PSHE policy is provided in Appendix 3. Other useful documents and information relating to PSHE can be found on the PSHE Association website:  
<https://www.pshe-association.org.uk/>.

## **Section 4 Confidentiality, Safeguarding and Child Protection**

### **4.1 Confidentiality**

Students should be informed of the school's policy on confidentiality and the handling of disclosures at the beginning of the PSHE programme. Staff should reassure students that the intention of staff at all times will be to support and assist the young person. Staff will encourage them to talk to parents/carers. Staff will ensure that students know that teachers cannot guarantee complete confidentiality but that students will know first if it must be broken.

Any outside visitors delivering sessions in school must also be made aware of and agree to work within the school confidentiality policy. Schools should be made aware of the confidentiality policies of other agencies offering direct support services to young people on the school site.

All students should be routinely informed about confidential advice and health services available to them, including the school nursing service and, for secondary students, local sexual health clinics. The law (Fraser Guidelines) allows health professionals to see and to treat young people under 16 who meet a level of competence in confidence without parents' permission. A dialogue with parents/carers will be encouraged and supported wherever possible and appropriate.

### **4.2 Safeguarding and Child Protection**

All teachers should know who the school's Safeguarding Lead is and be confident in their knowledge of their school's safeguarding/child protection procedure. Effective SRE may sometimes bring about disclosures of child protection issues and staff must know how to report any concerns.

It is expected that any disclosure of involvement in sexual activity by a primary school child will be treated as a child protection issue and the Safeguarding/Child Protection Lead must be informed and the procedure carefully followed.

At secondary level, if a child aged 13 or under makes a reference to being involved (or being likely to be involved) in any form of sexual activity, this is likely to be identified as a child protection matter and treated accordingly. Staff should not try to investigate, but will immediately inform the Safeguarding/Child Protection Lead about their concerns.

If a member of staff learns that a 14 or 15 year old is sexually active or contemplating sexual activity, schools should ensure that:

- The young person is encouraged and possibly supported to talk to their parent/carer
- Any child protection issues are addressed immediately
- The young person receives adequate counselling & information

### **4.3 Offering Advice in SRE**

In secondary schools, teachers can give general information about sexual health and contraception to pupils as part of an SRE programme including information about sources of confidential advice and local services. However, they must not give pupils individual advice about sexual health or choosing contraceptive methods. Pupils should be referred to the school nurse or a local sexual health service, if they wish to discuss or seek advice about this type of information.

Teachers will be expected to use their discretion ensuring that at all times they are acting in the best interest of the young person. A teacher should never promise confidentiality and should ensure the young person is aware that information may need to be shared if they disclose a risk from harm. If a teacher learns that a student is or is planning to become sexually active they should support the young person and encourage them to discuss sexual health issues with their parent/carer.

Teachers are not obliged to inform parents or other staff members unless there are child protection concerns, in which case the child protection procedure should be followed or unless the SRE policy explicitly states that the head teacher must be informed.

## **Section 5 Planning Programmes for SRE and DAE**

### **5.1 Programme aims**

Both SRE and DAE seek to reduce the numbers of young people engaging in behaviour that might result in physical, emotional or social damage to their health and wellbeing or the health and wellbeing of others and may impact on their choices and expectations for the future.

Both have three overarching aims in common. These are:

- delay the age of onset of first involvement;
- reduce the harm caused by involvement;
- and enable those who have concerns to seek help.

SRE and DAE are important aspects of the curriculum for all schools. They should:

A. Increase pupils' knowledge and understanding and clarify misconceptions about:

- the short- and long-term effects and risks of drugs
- the rules and laws relating to drugs and sexual behaviour
- the impact of drugs on individuals, families and communities
- the prevalence and acceptability of drug use among peers
- the complex moral, social, emotional and political issues surrounding drugs
- 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.

B. Develop pupils' personal and social skills to make informed decisions and keep themselves safe and healthy, including:

- assessing, avoiding and managing risk
- communicating effectively
- resisting pressures
- finding information, help and advice
- devising problem-solving and coping strategies
- developing self-awareness and self-esteem
- 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.

C. Enable pupils to explore their own and other peoples' attitudes and values concerning:

- drugs, drug use and drug users
- stereotypes
- media and social influences.
- 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; and
- developing critical thinking as part of decision-making.

All schools need to set realistic aims for their SRE and DAE which include the above and which are consistent with the values and ethos of the school and the laws of society, as well as appropriate to the age and maturity of pupils.

The PSHE Association has produced a programme of study, which divides PSHE topics into three core themes: Health and Well-being, Relationships, and Living in the wider world. Detailed learning intentions are divided into the four key stages 1-4.

Available here: <https://www.pshe-association.org.uk/uploads/media/27/7783.pdf>

## 5.2 Equality and Diversity

Schools should consider the needs of all pupils and PSHE should help children and young people respect themselves and others and understand difference. Teaching activities should engage boys as well as girls and, in SRE, single sex groups might be appropriate at times.

SRE should meet the needs of all students regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Schools also need to be able to deal effectively with the issue of homophobic bullying.

Students with SENDs should be included in the PSHE programme and some more vulnerable students may need additional, focused support to reduce the risk of exploitation and abuse and to learn what is and isn't acceptable behaviour.

See Section 6 for more detailed guidance on delivering an inclusive curriculum.

## 5.3 Involvement of outside agencies

Outside agencies should enrich and enhance a school's PSHE programme, for example by delivering sessions on specific topic areas or providing workshops on a drop-down day. It should be made clear how the agencies contribute to the overall programme and how sessions are intended to complement the lessons delivered by teachers.

In SRE health professionals should follow the school's SRE policy when involved in delivering sessions within SRE programmes and follow their own professional code of conduct when in their professional role. They should seek to protect privacy and prevent personal disclosures in a classroom setting and may give one-to-one advice or information on sexual health matters outside the teaching situation. Visitors to schools should always be aware of and adhere to the school's SRE policy.

In Merton specific support for issues relating to SRE and DAE is offered by the following organisations:

- **Check it Out** – a sexual health and contraception service for all young people under the age of 20. Young people can their website directly: [www.gettingiton.org.uk](http://www.gettingiton.org.uk)  
For Outreach Services contact Ann Harris on 0203 458 5073 or [Ann.Harris@smcs.nhs.uk](mailto:Ann.Harris@smcs.nhs.uk)
- **Catch 22** – a substance misuse service for all young people under the age of 25, affected by their own or someone else's alcohol/drug misuse.  
For Outreach Services contact Sarah Bell on 020 3701 8641 or [MSM@catch-22.org.uk](mailto:MSM@catch-22.org.uk).

The Sex Education Forum has a factsheet about using outside agencies to enhance SRE: <http://www.sexeducationforum.org.uk/practice/external-visitors-sre.aspx>

Mentor Adepis has a set of standards for external agencies supporting schools with DAE: <http://mentor-adepris.org/wp-content/uploads/2014/03/Staff-policies-and-safeguarding1.pdf>

#### **5.4 Working with Parents and Carers**

Government SRE guidance recommends that schools should always seek to work in partnership with parents when planning and delivering SRE.

Parents potentially have an important role to play in teaching their children about sex, relationships and growing up. However, some parents may find it difficult to talk to their children about sex and relationships. From the parents' point of view, there may be concerns about what will be taught or anxieties that SRE will promote a particular set of values that may conflict with their own. Some parents may wish to shield their children from having information, but this could potentially leave young people at risk.

A whole school approach supported by well planned communication can support both staff and parents (and ultimately students) and open up a dialogue about the planned programme.

Schools have some options as to how and when they inform parents and carers about an SRE programme. This could be at the start of the school year when information about the curriculum is disseminated; a specially convened meeting for specific year groups – this way the content discussed is more age appropriate; or by a letter sent home prior to delivery of the SRE. Whichever method schools choose it is important that parents are informed well enough in advance of the SRE delivery for them to give due consideration to the issues involved.

Parents have the right to withdraw their children from the non-statutory PSHE elements of SRE but not from those elements in the statutory Science Curriculum. If SRE is taught solely within Science, delivering the minimum Science SRE elements, parents may not withdraw their child from the lessons.

Typically, SRE lessons combine both Science and PSHE elements - in fact this is recommended as good practice. If parents want to withdraw their child from such lessons, schools can ask parents what alternative arrangements they are making to provide Science SRE. It can be helpful to reiterate to parents at this point that at school their child will receive scientific, accurate and age appropriate lessons in a safe environment where they do not have to be embarrassed to ask questions.

Parents wishing to withdraw their child from SRE should be given the opportunity to meet with the head teacher or PSHE coordinator to discuss the issues. Entering into a dialogue is really important at this stage. It is therefore strongly recommended that, when a letter is sent home to parents, not to include an immediate 'yes/no' tear off slip; instead invite parents to come and discuss their concerns with a specific staff member such as the Headteacher/PSHE Coordinator/Class teacher. Schools may be able to reassure parents about the nature and purpose of SRE and the content of the PSHE curriculum and establish whether parental concerns are based on misinformation.

Usually, after negotiation and dialogue, very few pupils are withdrawn from SRE.

## **Section 6                      Delivering Effective SRE and DAE**

### **6.1    Subject areas**

Most of the curriculum for SRE and DAE will be delivered as part of a planned programme of PSHE. Statutory curriculum topics will also be covered in science lessons. There will be many opportunities to explore aspects of both DAE and SRE through other areas of the curriculum such as RE, Citizenship, Drama, English, History and Geography. Part of the role of the PSHE coordinator is to explore ways in which the whole curriculum can be enriched and unified through personal, social, health and economic themes.

### **6.2    Teaching staff**

PSHE is best delivered as a timetabled subject, ideally once a week, with a clearly defined curriculum for each year group and with stated and evaluated learning outcomes. In primary schools, it is recommended that class teachers deliver a spiral curriculum, which addresses SRE and DAE in an age-appropriate way for each year group. In secondary schools, it is recommended that PSHE is taught by a combination of specialist PSHE staff and confident form tutors, who have received appropriate training.

It is important that teachers are clear about their own views, opinions and lifestyle choices however they are obliged to teach a broad and balanced curriculum and encourage all pupils to exercise their right to consider a range of opinions. Teachers should not disclose aspects of their own life or beliefs in relation to sex, relationships, alcohol and other drugs. Teachers should adhere to the school's policy and ethos for SRE and DAE and present a balanced approach, which will enable students to make informed choices of their own.

### **6.3    Answering students' questions**

Students should be guided to frame their questions within the ground rules agreed for the session; likewise teachers' responses. Specific guidance may also be provided in a school's SRE/DAE policy. It is usually best to answer in simple, general terms rather than going into great detail. In some situations it may be best to turn the question back on the student and to ask them what they know or have heard. If teachers genuinely cannot answer the question, it is important to say so (this in turn models good practice of someone admitting when they do not know something), seek out the necessary information after the lesson and share it with the class at the next lesson.

Teachers need to make their own judgements about how to answer questions based on their knowledge of the students they work with. However the question is phrased, a student may genuinely want to know about something and the teacher may be the only person they feel they can ask. If a question seems explicit for their age, this *may* be an indication that a child is being exposed to inappropriate situations at home. In this case the teacher could follow it up with the individual pupil who has asked the question, or at least discuss the concern with the Safeguarding Lead.

Knowledge does not *necessarily* mean that a student has had inappropriate experiences. They may have obtained ideas relatively innocently from the media, films, magazines, and videos or from parents/carers, friends or older brothers or sisters. If teachers are at all concerned that such knowledge derives from abuse, they should follow this up through the school's child protection procedure.

## 6.4 Gender issues

Children and young people are increasingly exposed to highly sexualised imagery in the media, often aggressively reinforcing gender stereotypes. Mixed messages around gender, as well as conflicts arising from gender expectations, can often undermine the self confidence and self esteem of young people.

Studies by the NSPCC show that sexual bullying, unwanted sexual pressure, physical violence and coercion are significant issues in teenage relationships. Whilst sexual bullying impacts on both genders, they find that girls more often experience sexual harassment and bullying than boys and that a quarter of girls have experienced physical violence in teenage relationships.

A report in July 2010 by London Metropolitan University found links between teenage pregnancy and coercion/non consensual sex and identified risk factors in teenage relationships. As a result of this extensive study they recommended that 'SRE programmes should as a matter of urgency integrate work on consent, coercion, pressure and gender equality' and also 'encourage media literacy to address sexualisation'.

An effective PSHE curriculum will therefore include materials which address the above issues, challenge gender stereotypes, provide positive role models for both males and females and encourage discussion about equal, healthy relationships. These issues can be explored in an age appropriate way throughout the primary and secondary curriculum, creating early awareness about inappropriate behaviour in social friendships and relationships. Schools have a vital role in enabling young people to make safe, informed choices in their lives.

Schools can consider whether to teach SRE in mixed or single sex groups. There can be advantages to both methods and schools can organise this at their discretion, using the knowledge they have of their classes and the gender balance and/or gender dynamics within them. Single sex groupings may be useful for some lessons – both girls and boys may feel more comfortable and able to open up and ask important questions. Or the opposite may be true!

Setting ground rules is fundamental to SRE lessons – it's important to let students know that insulting or disrespectful comments based on gender are not acceptable. Also using a common scientific vocabulary with appropriate sexual language can help to combat sexist or pejorative terms.

## 6.5 Sexual orientation

SRE in all schools should be relevant to and inclusive of all children and young people, whatever their family structure and their developing sexual identity. While guidance states that SRE 'is not about the promotion of sexual orientation or sexual activity', this is intended to mean that teachers do not recommend any particular sexual orientation, not that sexual orientation should not be discussed. While sexuality is simply the condition of having sexual needs and feelings, sexual orientation is a combination of emotional and physical attraction to another person.

Respect and tolerance for others are at the heart of PSHE and the well being of all pupils is paramount. This is supported by existing guidance for SRE: *'It is up to schools to make*

*sure that the needs of all pupils are met in their programmes. Teachers should be able to deal honestly and sensitively with sexual orientation, answer questions and offer support'.*

At primary level, teachers can focus lessons on prejudice, different relationships and different families, within which questions about same sex relationships may naturally come up. Within the secondary PSHE curriculum teachers are able to discuss *'a wide range of relationships, such as boy/girl, same sex and people of different race, culture, ability, disability and age. Students should address the role and benefits of marriage and civil partnerships in stable relationships and family life.'* xx

The word 'partner' can be used when discussing relationships, rather than assuming all girls have or want boyfriends or vice versa. Young LGBT people report that the focus on biological and reproductive aspects in SRE means the content of SRE is sometimes alienating. A broader focus on relationships and the range of sexual identities would have meaning for all young people.

In addition to taking an inclusive approach to sexuality and sexual orientation in SRE, schools need to address explicit and implicit homophobia in schools. The negative impact of a culture of homophobia and homophobic bullying on pupils' attendance, well being and attainment is now well documented. In 2006, a report by SHEU and Stonewall 'The School Report' confirmed that 65% of young gay people experience homophobic bullying and that an overwhelming 98% of pupils consulted in secondary schools hear the comments 'You're so gay' or 'That's so gay' at school. Children in primary school are also using the terms, without even being aware of the implications.

Given this data, an effective SRE lesson which has a culture of respect and tolerance could have a significant impact on the well being of pupils who are struggling to come to terms with their sexual orientation, or who are simply confused by excessive peer pressure as to what their sexual orientation is. Many heterosexual young men are called 'gay' simply because they don't conform to gender stereotypes of masculinity.

The Equality Act 2010 replaced all previous equality legislation and covers all types of discrimination that are unlawful. Under this guidance there are 'protected characteristics' and it is 'unlawful for a school to discriminate against a pupil by treating them less favourably because of their sex, race religious belief, disability, sexual orientation, gender reassignment, pregnancy or maternity. (Page 6, 1.8)

While the content of the school curriculum is excluded from this Act the delivery of the curriculum is included: 'schools are free to include a full range of issues, ideas and materials in their syllabus, and to expose pupils to thoughts and ideas of all kinds, however challenging or controversial. But schools will need to ensure that the way in which issues are taught does not subject individual pupils to discrimination' (Page 12, 2.8 & 2.9)

Available here:

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

## **6.6 Religious and cultural beliefs**

According to the Institute of Community Cohesion Report – The Merton Story (2011), 'Merton is a very diverse London borough with a rich mix of ethnicity, culture, faith and languages. Merton is also one of the most religiously diverse boroughs in London and the

base for several important faith centres – Catholic, Buddhist & Muslim. A total of 110 languages are spoken in Merton schools.

There will therefore be significant faith and cultural issues to take into account in the delivery of SRE and DAE to young people in the borough and teachers may find themselves delivering SRE and DAE in a multi faith setting or a context with predominantly one faith. The majority of faith groups support the teaching of SRE; this is evidenced by a range of guidance issued by different religious organisations. Differences may arise however, about the content and delivery of SRE in particular.

A young person's culture, ethnicity and faith can impact significantly on their attitudes and values in SRE. It is good practice for schools and governing bodies to develop a familiarity with the beliefs that different faiths and cultures have and the expectations this may place on young people within faith communities. It is important for schools to be sensitive and open minded about different beliefs and cultural practices and to consider them in the planning and delivery of SRE lessons.

Teachers will need to understand where different faiths stand on key SRE and DAE issues such as – marriage, sex before and outside marriage, contraception, sexual orientation, abortion, relationships, use of alcohol. Equally it's important to recognise that attitudes can vary within a particular religion and that views often associated with or assumed to be a part of a religion are not necessarily universal.

It may be difficult therefore for teachers to do justice to or adequately 'sum up' the principal beliefs of a particular faith and teachers should not feel they have to 'teach' about different religious perspectives, this is the role of Religious Education. It is more important to appreciate the general areas of sensitivity within faiths about SRE topics and allow this to inform the delivery of a session.

Teachers can preface all SRE and DAE sessions with the acknowledgement that students may have particular beliefs about the content of a lesson, (for example a lesson on contraception or alcohol), while stressing that the purpose of the lesson is to give information so that students can make informed choices in their own lives. Students can be invited to share and express their opinions; at the same time they can be given the option not to discuss their views if that is their preference. It is worth mentioning here that a useful ground rule for SRE is that 'you don't have to say anything if you don't want to'.

Within maintained faith schools, while a particular ethos may underpin the teaching of SRE in the school, schools have a responsibility to address difference and diversity in SRE, as in the whole curriculum. This needs to be reflected in a faith school's SRE policy.

Entering into a dialogue with parents over planned SRE and DAE programmes can be a useful part of the process of delivery. Schools can sometimes be fearful of encountering resistance from parents to SRE/DAE, which it is the school's responsibility to deliver. Equally, parents can assume that SRE/DAE will promote a particular set of values in conflict with their own. These issues can usually be resolved with discussion and an openness from the school as to what will be taught. Schools are reminded however that whatever the issues in a community, government guidance and legislation must inform the planning and delivery of SRE/DAE. It is also worth noting that young people may develop different views from their parents as they grow up.

Schools may want to consider the following when delivering SRE/DAE in a multi faith setting:

- Single sex groups may be more acceptable to some parents and pupils
- Within some faith contexts, it may be a sensitive issue for pupils to look at images of the human body, particularly of the opposite gender. Consideration may need to be given to the resources used.
- Modesty may characterise young people's interactions with the opposite sex and social relationships in general.
- Students may believe that sex should take place within marriage
- There may be strong views about contraception, abortion and sexual orientation – although in the case of abortion this is not limited to a faith perspective.
- There may be cultural traditions, celebrations or particular practices within different faiths/cultures. This may impact on topics such as puberty, menstruation, hygiene, relationships and use of alcohol.

#### Faith and SRE Resources

- *Faith, Values & Sex and Relationships* - Simon Blake and Zarine Katrak, PSHE & Citizenship Spotlight Series.  
(Section 3 gives an overview of the major faith perspectives - Buddhist, Christian, Hindu, Humanist, Islamic, Jewish and Sikh. It also summarises their views on the key SRE topics of: celibacy, contraception & emergency contraception, divorce, gender roles, HIV/AIDS, homosexuality, marriage and relationships, puberty and termination of pregnancy)
- Faith Relationships and Young People Website  
<http://www.fryp.org.uk/professionals/understanding-faith> - sections on 'What Faiths Believe' 'Peer Pressure' and 'Marriage – am I ready?'
- The Diocese of Southwark has a guidance document for SRE available to its members via its website <http://www.southwark.anglican.org/>.

## **Section 7 Evaluation, Assessment and Review**

### **7.1 Evaluation**

Evaluation should relate directly to the stated learning outcomes or objectives for the delivered programme. The school can influence knowledge, values and attitudes, and skills that may in turn influence behaviour. Evaluation of the program should focus on the classroom level of knowledge, attitudes, values and skills that reflect an immediate impact of the program.

Teachers and other qualified and trained professional facilitators can and should evaluate the worth of lessons and programs by using their own professional judgment, monitoring their personal feelings and reactions, and seeking feedback from children and young people. This is particularly useful when time and resources do not allow for a more formal evaluation to be undertaken. Professional judgment may be applied by considering these questions:

- Was I comfortable with how the lesson proceeded?
- Were intended learning outcomes achieved?

- Were resources and activities adequate and engaging?
- Was my knowledge of the subject matter sufficient?
- Did children/young people remain active, interested and motivated?
- Did children/young people contribute with questions and opinions?
- Was discussion focused and structured enough?
- What would I change to make it better next time?

## 7.2 Guidelines for assessing knowledge, values/attitudes and skills

Processes for assessing learning should:

- be consistent with the programme objectives and school goals;
- reflect the programme content and be based on learning outcomes;
- be gathered from the everyday learning activities of the students;
- make a positive contribution to the learning itself;
- build children's and young people's self-esteem and provide motivation to achieve;
- recognise and value the diversity of individuals' backgrounds;
- acknowledge the personal experiences of the children and young people;
- help the teacher evaluate varying levels of student ability and assist in the further development of learning activities; and
- provide a basis on which to plan for further improvement.

## 7.3 Tools for student assessment

Many of the assessment for learning tools used by teachers in other subjects can be adapted for use in SRE and DAE. These might include the following:

- observation of circle time and recording of individual responses;
- draw and write activities
- 'I can..' and 'I know..' statements (WALT, WINK etc)
- written tests or quizzes with questions on knowledge as well as items on attitudes and intentions;
- student folders/topic books that show samples of their work reflecting their knowledge as well as their attitudes;
- spidergraphs, mindmaps, wordstorms, concept cartoons - use different colours to record knowledge/attitudes at the beginning and at the end of the programme
- item assessment, when students create a pamphlet, poster, or song that reflects their learning
- self assessment and peer assessment
- teacher interviews, often completed in small groups, where questions or topics for discussion have been identified
- simple evaluation forms

## Assessment & evaluation resources

### SRE

- Let's Get It Right: A toolkit for involving primary school children in reviewing their sex and relationship education – Sex Education Forum
- Are you getting it right?: A toolkit for consulting young people on sex and relationships education – Sex Education Forum  
<http://www.sexeducationforum.org.uk/schools/young-people-involved-in-design-and-development.aspx>

## DAE

Efficient needs assessment in schools – Mentor Adepis:

<http://mentor-adepris.org/wp-content/uploads/2014/04/Efficient-needs-assessment-in-schools11.pdf>

## PSHE

Ofsted PSHE Subject Grade Descriptors

Available here: <http://www.ofsted.gov.uk/resources/generic-grade-descriptors-and-supplementary-subject-specific-guidance-for-inspectors-making-judgements>

## **Section 8 Teaching Resources for SRE and DAE**

### Primary

- **Teaching Sex & Relationships with Confidence in Primary Schools** –includes a complete scheme of work from Reception to Year 6, with lesson plans and interactive materials for each year group.
- **Teaching Drug & Alcohol Education with Confidence in Primary Schools** – includes a complete scheme of work from Year 1 to Year 6, with lesson plans and interactive materials for each year group.

Available to purchase from: <http://cwpresources.co.uk/resources/>

### Secondary

- **Teaching Sex & Relationships with Confidence in Secondary Schools** –includes a complete scheme of work from Year 7 to Year 11, with lesson plans and interactive materials for each year group.
- **Teaching Drug & Alcohol Education with Confidence in Secondary Schools** – includes a complete scheme of work from Year 7 to Year 11, with lesson plans and interactive materials for each year group.

Available to purchase from: <http://cwpresources.co.uk/resources/>

A list of other Sex & Relationships Education resources for primary and secondary schools is available via the Sex Education Forum website:

<http://www.sexeducationforum.org.uk/resources/resources-for-sre.aspx>

A selection of other Drug & Alcohol Education resources for primary and secondary schools is available on the Mentor-Adepis website: <http://mentor-adepris.org/resources/>

## Appendix 1      Suggested outline for a Sex & Relationships Education policy

### 1. School context

*Brief description of the school, including age and ability range, number on roll, catchment area, social, ethnic, religious mix etc.*

### 2. Rationale

*e.g. The purpose of this SRE policy is to set out the ways in which the school's provision for sex and relationship education supports pupils through their spiritual, moral, social, emotional and physical development, and prepares them for the opportunities, responsibilities and experiences of life.*

### 3. Policy development

*Include a description of how the policy was developed and in consultation with whom e.g. This policy was developed by a working group consisting of... and based on a consultation process that involved (detail people consulted, including involvement and awareness of pupils). Issues considered were ....*

### 4. Statutory requirements

*Definition of SRE and reference to the national guidance and legal requirements as set down in the Education Act 1996, Learning and Skills Act 2000, the DfE SRE Guidance 2000 and the Equality Act 2010.*

### 5. School aims for SRE

These might include:

- *to adopt a whole school approach to sex and relationships education in the curriculum, which fulfils the entitlement of every child/young person to learning in this area*
- *to teach, in a way that is sensitive to the cultural backgrounds of all pupils/students, about relationships, love and care and the responsibilities of parenthood, as well as about sex and sexuality*
- *to equip its pupils/students with knowledge, understanding and skills to enable them to make choices leading to a healthy lifestyle*

### 6. Content

This might include:

- *'Spiral curriculum' ie lessons are delivered to all year groups, building on previous knowledge, relevant to age, experience, maturity of pupils*
- *Summary of the planned programme of work broken down by year group and a brief description of topic area covered, resources used; a more detailed description of year group content could be attached as an appendix.*

*Links to Science, PSHE and other curricular and extra-curricular contexts*

### 7. Delivery

Make reference to:

- *Staff who will teach SRE*
- *Methodology and approach, including active learning, and promoting honesty and balance in handling of controversial issues*
- *Classroom arrangements for single-sex and/or mixed groupings if required*

- *Support from outside agencies: e.g. school nurse, other professionals and how their contribution is integrated into school's overall programme*
- *Forms of **assessment** used to support pupils' learning, and **evaluation** used to ensure effectiveness of the programme – including pupil feedback*

## **8. Confidentiality**

Make reference to:

- *Procedure in the event of a disclosure*
- *Safeguarding/Child protection procedure*
- *Confidentiality*

## **9. Information on parents' right to withdraw their children**

*Under the 1996 Education Act, parents have the right to withdraw their children from all or part of the school's SRE programme except those in the statutory National Science Curriculum. How the school will manage this and how parents can exercise their right to withdraw should be stated.*

## **9. Staff training and CPD**

Refer to:

- *Recognition of need for staff to receive appropriate training to support their work in SRE or in implementing other elements of this policy*
- *Responsibility of School PSHE Coordinator to identify, and access on behalf of staff, training opportunities available.*

## **10. Monitoring, evaluation and review**

Refer to:

- *Responsibility for monitoring delivery of SRE programme to ensure quality*
- *Timing and procedure for review of policy by staff and governors*

## **Appendix 2**                      **Suggested outline for a Drug & Alcohol Education policy**

### **1. School context**

*Brief description of the school, including age and ability range, number on roll, catchment area, social, ethnic, religious mix etc*

### **2. Development process**

*Describe the development process and how the whole school community was involved*

### **3. Local and national guidance**

*Specify national and local guidance documents, for example, this and other government guidance, Healthy Schools London, Mentor-Adepis etc.*

### **4. The purpose of the policy**

*Identify the functions of the policy and show how it reflects the whole school ethos and the whole school approach to health, especially if part of Healthy Schools London programme*

### **5. Definitions and terminology**

*Define the term 'drugs' and clarify the meanings of other key terms. The definition should include reference to medicines, volatile substances, alcohol, tobacco and illegal drugs.*

### **6. The school's stance towards drugs, health and the needs of pupils**

*Include a clear statement regarding the unacceptability of alcohol, tobacco and illegal drugs on the school premises, reference to appropriate policies on medicines, H&S issues*

### **7. Staff with key responsibility for drugs**

*Specify the named members of staff who will oversee and coordinate drug issues and their key roles and responsibilities.*

### **8. Drug education**

*Include the aim of drug education and outline key learning outcomes. Refer to national science curriculum requirements, programmes of study for PSHE and citizenship. Outline the arrangements for timetabling, staffing and teaching; how the needs of pupils will be identified and how they will be involved in determining the relevant content of the programme; the provision for vulnerable pupils and those with SEN, and how the issues of pupils' diversity will be addressed in the programme.*

### **9. Methodology and resources**

*Outline teaching methods that will be used to involve all pupils in active learning and, if relevant, how outside agencies may be used to support the programme.*

### **10. Staff support and training**

*How will staff be supported to implement the policy and deliver the drug education programme.*

### **11. Assessment, monitoring and evaluation**

*State how the teaching of drug education will be monitored and assessed. State plans for evaluating the programme using this information.*

### **12. Management of drugs at school**

*Incidents involving drugs in school – consider what a drugs incident might be (inc. those involving medicines etc.) and processes for dealing with and recording*

### **13. Police involvement**

*Outline the agreed criteria for if and when police should be informed, consulted or actively involved in an incident, and what action is expected if police involvement is requested. Include name and contact details for the school's liaison officer.*

### **14. The needs of pupils, referral and external support**

*How this policy links with wider pastoral care issues in school. Outline relationships with local partner agencies, how referrals are made and by whom.*

### **15. Confidentiality**

*Specify the school's approach to ensuring that sensitive information is only disclosed internally or externally with careful attention to pupils' rights and needs. Explain the need to pass on information disclosed by pupils in the event of safeguarding/ child protection issues and what procedures should be followed..*

### **16. Involvement of parents/carers**

*Explain how parents/carers are informed about and involved in developing and reviewing the policy and in their child's drug education. Outline the procedure for informing parents/carers about incidents involving illegal and other unauthorised drugs.*

### **17. The role of governors**

*Outline the role of governors in policy development and monitoring its implementation.*

### **18. Liaison with other schools**

*Establish that the local drug situation, the content of drug education, the management of incidents, training opportunities and transitions between schools will be routine elements of liaison between local schools.*

## Appendix 3 Outline for a PSHE policy

### 1. School context

*Brief description of the school, including age and ability range, number on roll, catchment area, social, ethnic, religious mix etc*

### 2. Development process

*Describe the development process and how the school community was involved*

### 3. National context for PSHE education

*Specify national and local guidance documents, for example, from the DfE, the PSHE Association, Healthy Schools London etc.*

### 4. The purpose of the policy

*Identify the functions of the policy and show how it reflects the school's mission statement and key values*

### 5. School's key principles for PSHE

### 6. Organisation and Content

This might include:

- *'Spiral curriculum' ie lessons are delivered to all year groups, building on previous knowledge, relevant to age, experience, maturity of pupils*
- *Summary of the planned programme of work broken down by year group and a brief description of topic area covered, resources used; a more detailed description of year group content could be attached as an appendix.*
- *Links to Science, RE and other curricular and extra-curricular contexts.*
- *How external visitors might contribute to the programme*

### 7. Confidentiality

*Specify the school's approach to ensuring that sensitive information is only disclosed internally or externally with careful attention to pupils' rights and needs. Explain the need to pass on information disclosed by pupils in the event of safeguarding/ child protection issues and what procedures should be followed.*

### 8. Staff training and CPD

*Refer to:*

*Recognition of need for staff to receive appropriate training to support their work in SRE or in implementing other elements of this policy*

*Responsibility of School PSHE Coordinator to identify, and access on behalf of staff, training opportunities available.*

### 9. Monitoring and evaluation

*Include reference to the role of the PSHE Lead, Senior Management Team and governors.*

Note: As described in Section 3 more detailed information regarding SRE and DAE could also be included as part of this broader policy, or kept separate.