



**Green Corridor  
Sex & Relationships  
Policy & Procedure**

Document Control

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**PRINCIPAL RELATED POLICIES & PROCEDURES**

Document Title	Location
Safeguarding	GC Policies & Procedures

**CONFIRMATION OF RECEIPT OF POLICY & PROCEDURE**

Name	
Job Title	
Line Manager	

I confirm I have received a copy of this policy and procedure and have read and understood the contents. I also confirm I have sought clarification from my line manager on any issues which I am not clear about.

Signed:

Date

Please return this signed copy to your individual Polices and Procedures folder for future reference.

## **Context:**

This policy takes account of the Department for Education's *Guidance on Sex and Relationship Education* (July 2000 Department for Education 0116/2000) and outlines Green Corridor approach to the delivery of Sex and Relationships Education to all.

## **Principles:**

The promotion of our learners' wellbeing underlies everything we do at Green Corridor. All our young people have the right to be fully prepared for the challenges, opportunities and responsibilities of adult life. We will provide them with high quality education which enables them to gain a full understanding of their sexual development as well as how to deal with their emotions. They will learn about safety and risks in relationships and appreciate their sexual rights and responsibilities within our society today; now, and in the future.

## **Aims**

- To prepare our students for the challenges and responsibilities of adult life (Education Act 1996)
- To provide an objective, balanced and comprehensive sexual health and relationship education programme for all students taking into account their learning needs and emotional development.
- To provide a curriculum within a framework of equal opportunities and multi-cultural family values.
- To provide a safe, non-judgemental environment for students to explore, express and share their own feelings.
- To help and support our young people throughout their physical, emotional and moral development.
- To support young people through their sexual transition from childhood through adolescence to adulthood.
- To help young people develop skills to enable them to understand difference and gain an understanding of the need to respect themselves and others.
- To enable young people to develop decision making skills to allow them to make informed choices to keep themselves sexually safe.
- To educate students about the Law in the UK in relation to a range of sexual behaviours: consent, diversity, sexual exploitation, grooming, sexting etc.

*'Sex and Relationships Education should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life'*  
*'Pupils should learn the significance of marriage and stable relationships as key building blocks of community and society'* DfE Guidance 2000 .

*The Children's Act 2004 suggests sex education is vital in 'promoting emotional well-being'.*

## **Teaching and Learning:**

SRE is seen as a collective responsibility; students follow a programme of study through the SRE curriculum. The Head of Centre and Youth Manager will be responsible for delivering the SRE curriculum. The following four principles are followed in regard to Sex and relationships education:

1. Knowledge and understanding about learning is fundamental to effective teaching.
2. Reflection is essential for effective learning.
3. Successful learning organisations are those which encourage a learning culture which impacts on all areas of the organisation.
4. The quality of teaching is a crucial factor in promoting effective learning.

These principles will underpin the delivery of the SRE curriculum to ensure that teaching results in effective learning.

Green Corridor will teach about all of the relationships that are legal in the UK: including Interracial relationships, Same Sex relationships, Being Single, Having different faiths to one another.

All teaching staff will have knowledge of research about learning which will support the design and delivery of learning opportunities.

Green Corridor will have an agreed vocabulary that will be used for all SRE work.

Staff will be aware of the range of learning styles, and plan learning to cater for and to develop these; within SRE this means using resources such as visual aids, dolls and video clips. Learners will take part in discussions, role plays, drama, quizzes, sorting activities and at times will benefit from the input of specialist organisations where appropriate.

It is also recognised that the provision of a safe, low stress but challenging learning environment is fundamental to learning particularly with regard to SRE. Due to the nature of the subject it is our aim for it to be consistently delivered throughout the year to reflect the needs of individual students as they develop and mature.

Reflection is essential for effective learning and young people will be encouraged to revisit concepts during drop in sessions.

Young people will be encouraged to be respectful and honest within the group and teaching staff will form effective relationships with learners to support them in this process. They will strive to empathise with them, maintain and develop their self-esteem and avoid young people feeling threatened or uncomfortable. Ground rules will be established, for example:

## GROUND RULES EXAMPLES

- Encourage young peoples to use the biological words
- Use distancing techniques to ask questions about a fictional character.
- Young people may use role play with the fictional character to explore relevant issues. The fictional character may make risky decisions and the consequences are explored in a safe way.
- Young people will be supported to relate the character scenarios to their own lives. For example 'When we helped our character Aquib remember about public and private, that is the same for you'.
- Staff can offer separate tutorials on a 2-1 to clarify work from a group session where the work has been generalised.

Where possible young people will be involved in the planning and management of their own learning and reviewing their own achievement.

Staff will nurture and maintain a positive learning climate where young people feel safe. The language used will be clear, appropriate and accessible ensuring there are opportunities for the development of ideas.

In some cases depending on the content of the lesson students may be grouped according to age, gender or individual need. This will ensure that each student is receiving appropriate and relevant SRE.

Outside agencies including a Clinical Psychologist will be asked to support with the teaching of SRE where appropriate. The clinical psychologist will run specialist sexual health groups to support young people who are considered particularly vulnerable.

Parents will be informed of the content of the SRE programme at the beginning of the Autumn term and time will be made available during the structured learning conversation to discuss concerns that parents may have; as we feel that it essential for all students to receive SRE.

### **Time Allocation:**

Every half term each GC learner will be allocated 4 hours of SRE education.

### **Resources**

All resources used will be compatible with the policy guidelines. Particular importance will be placed on equal opportunities, and the accessibility of the materials to special needs students. Learners will be protected from teaching and materials which are inappropriate having regard to the age and cultural background of the young person concerned. Resources are kept in the operations cupboard in the administration office.

**Monitoring:**

The SRE programme of study is reviewed on a yearly basis in consultation with all tutors/parents/young people/CEO and changes in legislation.

**Parental Consent:**

Parents are the key people in teaching their children about growing up. Green Corridor seeks to work in partnership with parents, supporting them in their role as sex and relationship educators to their children. Parents will be informed of the content of the SRE programme at the beginning of the academic year.

Parents are also informed of new developments in SRE through Parents Evenings held termly, newsletters and on the web-site.

New parents will, as part of the induction to Green Corridor, be given an opportunity to have explained to them the Green Corridor policy on SRE. They will also be given an opportunity to inspect the resources and materials used if they wish to.

**Young Person Withdrawal Procedure:**

All parents have the right to withdraw their child, if they are under 18, from all or part of SRE education in accordance with current DfE guidelines. All parents will receive a letter outlining SRE topics for the term, and permission is sought to allow their child to participate. Parents who chose to withdraw their child will be invited to school to discuss the detail of their objection with the CEO. Teaching resources and methods will be shared and discussed.