

SEX AND RELATIONSHIPS EDUCATION POLICY

“Sex and Relationship Education (SRE) is the lifelong learning about physical, moral and emotional development. It is about understanding 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. It is not about the promotion of sexual orientation or sexual activity” (DfEE July 2000).

Aim

This Policy is a working document that provides guidance and information on all aspects of the SRE in the school for staff, parents/guardians/carers and governors. To be accessible to all these groups, the document needs to be available on request and presented in a way that is easy to understand.

Our aim is that pupils should develop high moral standards and self-confidence in the establishment of human relationships, based on proper knowledge of, and respect for, themselves and others in the context of the family.

Objectives

- To provide pupils with the skills to make responsible and well-informed decisions about their lives.
- To prepare pupils for the opportunities, responsibilities and experiences of adult life.
- To promote the spiritual, moral, cultural, mental and physical development of all pupils.
- To provide equal opportunities for all pupils.
- To promote Respect for self.
- To promote Respect for others.
- To promote responsibility for their own actions.
- To raise awareness of Sexually Transmitted Infections (STIs) and their health implications for individuals and society as a whole.
- To empower students to make informed choices about their and others’ sexual health and well-being.
- To recognise and take account of the different levels of physical and emotional maturity of pupils within the group.

Rationale

The teaching of Sex and Relationship Education is statutory and the new inspection framework requires OfSTED to evaluate and report on the spiritual, moral, social and cultural development of pupils. The teaching of SRE will be embedded in the Personal, Citizenship, Health and Social Education (PSHCE) and Citizenship curriculum.

SRE is considered both a pastoral and academic issue and, as such, all staff share the responsibility. The school recognises that most young people receive their initial SRE from their parents and families, with school and other agencies building on this later. The teaching of SRE is intended to compliment/build on/clarify students’ existing awareness, knowledge and understanding of the policies objectives. The policy will provide clear guidance for all governors, parents, guardians and carers, and for all staff and outside agencies involved in the delivery of SRE.

The teaching of SRE

- The school aims to teach SRE in a sensitive manner which will reflect the cultural, religious and social mix of the pupils.
- SRE is a continuous learning experience carried out in an appropriate way throughout the pupil's career at the school and with regard to the pupil's developing maturity.
- Teaching and teaching materials will have regard for the age and cultural background of the pupils and be in accordance with the PSHCE framework, the Science National Curriculum and the law.
- The classroom climate will encourage open discussion in a way that dispels prejudices and embarrassment. Controversial issues will be dealt with sensitively.

Controversial and Sensitive Issues

- Staff are aware that views around SRE related issues are varied. However, whilst personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

Dealing with Questions

- Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupils concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Co-ordinator if they are concerned.

Organisation and management of Sex and Relationship Education

- The Curriculum Leaders for Science, Religious Education (RE) and PSHCE will be responsible for the organisation of SRE, in accordance with National Curriculum requirements.
- The Assistant Headteacher with line management responsibility for Science, RE and PSHCE will oversee SRE provision.

Delivery of Sex and Relationship Education

- SRE will be delivered within the RE and PSHCE programme by form tutors and outside agencies, and within the Science programme by subject specialists.
- The PSHCE programme is taught in mixed-ability form groups.
- There will be progression in the programme and some topics will be re-visited.
- All lessons will be carefully planned and monitored by HODs and Line Managers.
- A wide range of teaching resources is available, all of which will have been carefully selected and reviewed regularly.
- A variety of approaches will be used in the teaching of sex and relationships education including videos/DVDs, discussions and project work and reflecting on what has been taught.
- The programme, teaching and resources will be monitored and reviewed annually by form tutors, the Curriculum Leaders for PSHCE and Science and Assistant Headteacher/Line Manager. Pupils will have the opportunity to review and self-assess topics, and provide feedback.
- The school will work in partnership with members of the wider community to deliver the programme.

- All staff and visitors delivering SRE will be expected to work within the policy guidelines. Support and training will be offered to allow staff to deliver the programme sensitively and effectively.

Sex and Relationship Education Programme: An Outline

Sex and Relationship Education has three main elements:

- Attitudes and values.
- Personal and social skills.
- Knowledge and understanding.

Key Stage Three

PSCHE:

| | | |
|------------------------|---|--------|
| Puberty and Growing Up | - | Tutors |
| Relationships | - | Tutors |
| The role of the family | - | Tutors |
| Contraception | - | RE |

Science:

Conception, fertilization, development of the foetus, birth, menstruation, physical and emotional changes experienced during puberty, infectious diseases and how these can be prevented using a condom.

Key Stage Four

PSCHE:

| | | |
|---------------------------|---|-------------------|
| Making Choices/Law | - | Tutor |
| Sexual Health | - | Tutor |
| AIDS and HIV | - | Tutor |
| Relationships and Sex | - | Tutor |
| Teenage Pregnancy | - | Tutor |
| Contraception | - | RE/PSHCE |
| Caring for virtual babies | - | Child Development |

Contraception, the role of the family in the early socialisation of a child, STIs, infertility, the family, the importance of a stable relationship when planning and raising a child.

| | | |
|-----------|---|--------|
| Parenting | - | Tutors |
|-----------|---|--------|

Science:

Infectious diseases and their prevention, contraception, medical uses of hormones including control and promotion of fertility. Genetically inherited diseases, morality and choice in knowledge of the fact that potential parents are carriers of genetic diseases. Ethics associated with abortion of embryos with genetic disorders.

Religious Education GCSE Course (begins in Year 9):

The course contains units that explore the importance of marriage and family life for Christians, the ethics of technologies which assist reproduction, gender roles (e.g. husband and wife, mother and father), friendship and love. The course also look at the unacceptability of prejudice and homophobia, the benefits of sex within a committed relationship, decision making in sexual relationships, contraception.

Working with Parents/Guardians/Carers

- Parents/guardians/carers who wish to discuss the SRE programme should, in the first instance, contact the Headteacher. It is the intention of the school and governors that the teaching offered in the SRE programme should complement and support the role of parents/guardians/carers and should give due regard to their views.
- Parents/guardians/carers are reminded that they can withdraw their child from the non-statutory elements of SRE provided, but not statutory Science lessons.
- Parents/guardians/carers who wish to withdraw their child from part of or the entire SRE programme should write to the Headteacher, stating that they do not wish their child to participate in the SRE programme. Alternative arrangements will be made for the pupil during SRE lessons.
- Parents/guardians/carers may request to inspect teaching resources, which the school will accommodate.

Working with the wider community

The school will work in partnership with members of the wider community, including health professionals, to deliver the programme. Such people offer specialised knowledge, experience and resources. Members of the wider community delivering SRE will be expected to work within the school's policy guidelines. The Curriculum Leader will monitor the quality of teaching and learning in these lessons.

- Visitors are invited in to school because of the particular expertise or contribution they are able to make.
- All visitors are familiar with and understand the school's SRE policy and work within it.
- All input to lessons is part of a planned programme.
- All visitors are supervised/supported by a member of staff.
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

Confidentiality

Teachers must ensure that pupils know that the teacher cannot offer unconditional confidentiality. If a pupil discloses information that has to be passed on, the teacher should inform the pupil and support the pupil as appropriate. Pupils will be encouraged to speak to their parents/guardians/ carers. Pupils can be informed of sources of confidential help e.g. counselling, school nurse, G.P.

Health professionals are bound by their professional codes of conduct to maintain confidentiality. When working in the classroom they are bound by relevant school policies.

Disclosures

If a member of Staff learns that an under 16 year old is sexually active or contemplating sexual activity, the school will make every effort to ensure that the young person is persuaded to talk to their parent/guardian/carer and will ensure that:

- Child protection issues are addressed.
- The young person receives adequate counselling and information.

Child abuse and protection

If, during the teaching of SRE, a child protection issue is disclosed, or if there is reason to believe that a pupil is a victim of abuse or is at risk of abuse, the member of staff should report their concerns to the school's Child Protection Officer, who will refer to the school's policy.

Assessment

- SRE is assessed within the curriculum areas that deliver that topic and can take the form of peer, informal and formative assessment.

Monitoring and reviewing

- The staff responsible for the co-ordination and delivery of SRE and the Governing Body will review the policy and programme every two or three years.
- The SRE policy is reviewed every year by those departments that deliver the work

Dissemination of policy

- A copy of the policy will be issued to all staff and members of the wider community involved in the teaching of SRE.
- Parents/guardians/carers can access the policy on the School website.
- A brief statement of the policy will also be included in the school prospectus.