



C17: SEX AND RELATIONSHIPS POLICY

Last reviewed: May 2010	Next Review: May 2012
Approved by Governors C&P	Date: 11 th May 2010

1 Rationale

SRE is learning about physical, moral and emotional development and well-being. It begins at KS1 and 2 where the foundations are laid for further work at secondary level. It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health but not the promotion of sexual orientation or sexual activity. It provides knowledge and encourages the acquisition of skills and attitudes, which will allow students to manage their lives in a responsible and healthy way.

2 Aims

- To develop the pupils' social and decision-making skills to help them to make sensible and informed choices with regard to their own behaviour, including sexual behaviour.
- To provide pupils with up-to-date, reliable and accurate knowledge and understanding about matters related to sex and sexuality appropriate to the needs and levels of maturity (physical, intellectual, emotional and social) of the student.
- To provide pupils with the opportunity to examine and discuss the implications of the issues involved within an atmosphere of mutual trust and respect.

3 Implementation

The sex and relationship education programme is a 'spiral system' in as much as key concepts are revisited several times throughout the programme. This allows for reinforcement as well as differentiated stages of pupil maturity.

Knowledge and information

KS3

- The human reproductive cycle (including adolescence, , fertilisation and foetal development)
- Physical and emotional change and puberty;
- Sexual activity (especially arguments for delaying)
- Contraception and safe sex
- Pregnancy
- Sexually Transmitted Infections and HIV
- The effects of high risk behaviours on individuals, communities and families
- Personal safety
- The features of positive and stable relationships, how to deal with a breakdown in a relationship and the effects of loss and bereavement
- Different types of relationships, including those within families and between older and young people, boys and girls, and people of the same sex, including civil partnerships
- The nature and importance of marriage and of stable relationships for family life and bringing up children
- The roles and responsibilities of parents, carers and children in families
- The similarities, differences and diversity among people of different race, culture, ability, disability, gender, age and sexual orientation and the impact of prejudice, bullying, discrimination and racism on individuals and communities.
- Awareness of outside agencies.



KS4

- Abortion
- Teenage parenting
- Sexually transmitted infections
- Sexuality
- Breast, cervical and testicular cancer
- The effect of diverse and conflicting values on individuals, families and communities and ways of responding to them
- How the media portrays young people, body image and health issues
- The characteristics of emotional and mental health, and the causes, symptoms and treatments of some mental and emotional health disorders
- The benefits and risks of health and lifestyle choices, including choices relating to sexual activity and substance use and misuse, and the short and long-term consequences for the health and mental and emotional wellbeing of individuals, families and communities
- Where and how to obtain health information, how to recognise and follow health and safety procedures, ways of reducing risk and minimising harm in risky situations, how to find sources of emergency help and how to use basic and emergency first aid
- Characteristics of positive relationships, and awareness of exploitation in relationships and of statutory and voluntary organisations that support relationships in crisis
- The roles and responsibilities of parents, carers, children and other family members
- Parenting skills and qualities and their central importance to family life
- The impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances

Values and beliefs

As well as knowledge and information pupils will be encouraged to consider the importance of the following values which link with the whole school values, in particular:

- Honesty, openness and respect for the rights and interests of others.
- Regard for the principle of equal opportunities for all and tolerance towards the way of life of others.
- Self-respect, self-discipline and personal responsibility for one's actions.
- A sense of responsibility to the school, their family and the wider community.

Skills and abilities

We aim to help pupils develop the following general skills:

- Communication
- Assertiveness
- Decision making
- Risk assessment

More specifically, curriculum provision provides opportunities for pupils to consider how knowledge and understanding informs personal and collective decisions, including those on sexual health

4 Organisation

Sex and relationship education is the joint responsibility of the PSHE Co-ordinator, Science Learning Leader and Religious Education Subject Leader, who are responsible for the overall planning, implementation and review of provision.



5 Delivery of SRE

This is both specific and cross-curricular. Planned aspects are delivered within the Science and RE curricula. Widespread use is made of outside speakers and agencies and, in order to accommodate them, much of this material is delivered in ‘collapsed’ time. Where there is a specific need, (e.g. gender, faith) arrangements will be made to teach pupils in appropriate groupings. At times moral and ethical issues may arise in apparently unrelated topics in the National Curriculum subjects. Where this occurs, as long as any discussion takes place within the context of the subject it will not be deemed to be part of the SRE programme and therefore not subject to the parental right of withdrawal.

6 Teaching approaches

A variety of teaching styles will be used to give pupils the relevant information and to enable moral and social issues to be explored through discussion and to acquire the appropriate skills. Specialist staff will be available for the teaching of some topics as well as the use of carefully selected outside agencies. Teachers and other staff use a range of strategies including establishing ground rules, introducing ‘distancing’ techniques, making use of discussion and project learning, and encouraging reflection. Support for teachers will be offered through an in-service training programme. All staff are required to teach within the school’s value framework.

7 Materials

A wide range of teaching resources are available to teachers and for inspection by parents through the PSHE Co-ordinator. We aim to ensure that pupils are protected from materials that are inappropriate, having regard for the age and cultural background of the pupils concerned. We also aim to ensure that pupils are protected from accessing unsuitable materials on the Internet within school.

8 Parental Partnership

Parental involvement by further discussion at home can help to maximise the effectiveness of the Sex and Relationship Education at school. Notice will be given via the school newsletter to inform parents when the specific SRE units are to be delivered in Science and ‘collapsed’ time. Under the Education Act 1993, parents have the right to formally withdraw their children from all or part of the Sex and Relationship Education programme. Parents do not have to give reasons for withdrawal, but we would welcome the opportunity to discuss the matter with them.

9 Confidentiality and advice

Pupils will be made aware that some information cannot be held confidential, and made to understand, that if certain disclosures are made, certain actions will ensue. At the same time pupils will be offered sensitive and appropriate support.

All adults will adhere to the following procedures:

- Disclosure or suspicion of possible abuse –the school’s Child Protection Policy procedures will be invoked.
- Disclosure of pregnancy or advice on contraception – It is hoped pupils who are in difficulty will know that they can talk to an adult in the school and that they will receive support. Pupils will always be encouraged to talk to their parent(s) and be encouraged to seek professional information and guidance.
- Sexual orientation – Adults will deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.



10 Monitoring and Review

We are committed to monitoring and evaluating the effectiveness of the SRE programme and this policy. SRE will be monitored by the PSHE Co-ordinator, Science Learning Leader and RE Subject Leader. Pupils, parents and staff will be involved in evaluating the contents of the SRE programme against its intended aims. Monitoring and evaluation also forms part of the School's annual self-evaluation cycle. The governing body will review the policy and any emerging matters of practice according to their terms of reference.