



Sex and Relationship Education (SRE)

Rationale

In line with the general requirements in the Education Reform Act 1988 it is the responsibility of the school:-

'To promote students' spiritual, moral, social and cultural development and prepare all students for the opportunities, responsibilities and experiences of life'.

Other References:

www.ncb.org.uk/media/385195/current_status_of_sre.pdf

Current status of Sex and Relationships Education March 2011 explains the Current Status of Sex and Relationships Education under the Coalition Government until May 2015- there has been no change since the government outlined their commitment to SRE in the Schools White Paper "The Importance of Teaching" published in November 2010. The Paper states that children need high quality sex and relationships education so that they can make wise and informed choices and the government promises to work with teachers, parents, faith groups and campaign groups to improve SRE. Therefore the most up to date legislation is still the Education Act (1996) and the Learning and Skills Act (2000). Also refer to www.usethekey.org.uk/.../policies/sex-education.

It is therefore important that we deliver Sex and Relationship Education not only to meet the needs of the national curriculum but also to fulfill the following educational aims:

- To enable students to make healthy informed responsible choices by increasing knowledge, challenging attitudes and developing skills.
- To understand the changes to both sexes that happens as a part of human development
- To understand the processes of conception and birth.
- To widen understanding about health and social issues, e.g. sex and sexuality, drugs and crime, HIV and AIDS.
- To understand the dangers of casual unprotected sexual relationships.

It is important to state that as part of the care for the welfare of our students, we believe we have a duty to inform and educate young people of the consequences of sexual relationships.

In line with our policy of being partners with parents, it is important that we keep them involved and informed at all times. Effective communication and co-operation is essential to the implementation of this policy.

Defining Sex and Relationships Education (SRE)

It 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. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching. (DfEE Guidance 0116/2000)

The Aims of this Policy

The aims of this policy are as follows:

- To inform Primary students of the key language needed to describe their general body parts
- To inform all students about different kinds of relationships and their changing roles within them
- To inform all students about the importance of self-esteem and emotional health
- To inform pupils in Key Stage 4 about the biology of sexual relationships.
- To help students in Key Stage 4 & 5 cope with the emotional demands of physical relationships.
- To help students develop the skills needed to make informed and responsible choices.
- To fulfill legal requirements.

Policy Statement

1. Sex and Relationship Education should form a part of the curriculum for all students at the school.
2. Sex and Relationship Education should take place within a framework that stresses responsibility.
3. Sex and Relationship Education should take place within a framework that stresses the moral and social aspects of sexual relationships.
4. Sex and Relationship Education is about more than biology and students should have the opportunity to learn the skills of responsible decision-making.
5. Parental concerns about Sex and Relationship Education should be addressed individually as required. Parents have a right of access to the Sex and Relationship Education policy and should be able to discuss the policy with staff if necessary. Particular attention should be given to religious or cultural reservations about Sex and Relationship Education. Sex and Relationship Education as outlined by the National Curriculum for Science must be available to all students.
6. The school is committed to health and safety of its members and will take action to safeguard their wellbeing.
7. The school is committed to the pastoral care of young people, and through the general ethos of the school, will seek to persuade students in need to come forward and thus to provide them and their families with any necessary support.

Parents have the right to withdraw their child from elements of the Sex and Relationship Education programme. They do not have the right to withdraw students from those sections of the Sex and Relationship Education programme that are prescribed through the Science National Curriculum.

Arrangements for Withdrawal of Students

Sex and relationships education is the right and responsibility of the parent. The school provides sex and relationships education to support parents in fulfilling their responsibility. If parents are not happy with what the school provides in its basic curriculum with regard to sex and relationships education they have a right to withdraw their child/children from those aspects of sex and relationships education not covered by the National Curriculum Science Order.

Some parents may wish to withdraw their child from some or the entire non- statutory sex education programme. A letter will be sent out to parents every year to inform parents about the Sex and Relationship Education programme of assemblies delivered to different year groups in single sex groups (for the majority of the sessions. However, some are mixed gender sessions, e.g. drugs awareness sessions). Parents who wish to withdraw their child from the programme of assemblies must notify the school in writing that this is their wish and they will be invited to discuss their wishes with school staff.

Reasons for withdrawal may be of help in monitoring and reviewing the policy and programmes of study. Parents are therefore given the opportunity of expressing their views on the request or during discussions with staff. Parents must also provide information about how they will educate their child about sex and relationship issues

Students who are withdrawn from Sex and Relationship Education lessons should come to school as normal. Arrangements will be made for them during the lesson from which they have been withdrawn.

Moral dimension

The school recognises that it is a moral body in its own right. As part of the whole curriculum the school seeks to explore issues of right and wrong. The school recognises that SRE is fraught with certain difficulties and whilst it acknowledges different life style choices it promotes a view that stable loving relationships are the best context for sexual relationships and the bringing-up of children.

Content of the school's SRE programme years

Foundation

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

Key Stage 1

Through work in science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and Citizenship children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them.

They also learn about personal safety.

Key Stage 2

In science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby on years 5 & 6.

Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE and Citizenship, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

Sex and relationship education should focus on the development of skills and attitudes not just the acquisition of knowledge.

Content of the schools SRE programme years 7- 11

The content of the schools programme is based on the National Curriculum Science Order and the non-statutory guidance for PSHE . Here is a summary of that content as set out in the DfEE's Guidance 0116/2000, the PSHE Framework and the National Curriculum Science Order: *PSHE framework*

Key Stage 3

Developing a healthy, safer lifestyle

- Pupils should be taught:
- To recognise the physical and emotional changes that take place at puberty and how to manage these changes in a positive way
- How to keep healthy and what influences health, including the media
- That good relationships and an appropriate balance between work, leisure and exercise can promote physical and mental health
- In a context of the importance of relationships, about human reproduction, contraception, sexually transmitted infections, HIV and high-risk behaviours including early sexual activity
- To recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel
- To recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including knowing when and where to get help. Developing good relationships and respecting the differences between people

Pupils should be taught:

- About the nature of friendship and how to make and keep friends
- To recognise some of the cultural norms in society, including the range of lifestyles and relationships
- The changing nature of, and pressure on, relationships with friends and family, and when and how to seek help
- About the role and importance of marriage in family relationships
- About the role and feelings of parents and carers and the value of family life
- To recognise that goodwill is essential to positive and constructive relationships

- To negotiate within relationships, recognising that actions have consequences, and when and how to make compromises
- To resist pressure to do wrong, to recognise when others need help and how to support them
- To communicate confidently with their peers and adults.

Key stage 4

Developing a healthy, safer lifestyle

Pupils should be taught:

- To think about the alternatives and long- and short-term consequences when making decisions about personal health
- To use assertiveness skills to resist unhelpful pressure
- About the health risks ... early sexual activity and pregnancy, ... and about safer choices they can make
- In the context of the importance of relationships, how different forms of contraception work, and where to get advice, in order to inform future choices
- To seek professional advice confidently and find information about health
- Developing good relationships and respecting the differences between people
- Pupils should be taught:
- To be aware of exploitation in relationships
- To be able to talk about relationships and feelings
- To deal with changing relationships in a positive way, showing goodwill to others and using strategies to resolve disagreements peacefully
- About the nature and importance of marriage for family life and bringing up children
- About the role and responsibilities of a parent, and the qualities of good parenting and its value to family life
- About the impact of separation, divorce and bereavement on families and how to adapt to changing circumstances
- To know about the statutory and voluntary organisations that support relationships in crisis

National Curriculum Science

Key Stage 3

Pupils are taught

- That fertilisation in humans... is the fusion of a male and a female cell
- About the physical and emotional changes that take place during adolescence
- About the human reproductive system, including the menstrual cycle and fertilisation
- How the foetus develops in the uterus
- How the growth and reproduction of bacteria and the replication of
- Viruses can affect health

Key Stage 4

Pupils are taught

- The way in which hormonal control occurs, including the effects of Sex hormones
- Some medical uses of hormones, including the control and
- Promotion of fertility
- The defence mechanisms of the body
- How sex is determined in humans

The school recognises that SRE must be taught at both Key Stages. Parents wishing to see the SRE programme, the materials used may do so be contacting Ms McLeish (Head of School). The outcomes for SRE in the Secondary phase are clearly set out in DfEE guidance 0116/2000 and through its curriculum the school seeks to deliver these outcomes: At secondary school level, sex and relationship education should prepare young people for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- Be aware of their sexuality and understand human sexuality;
- Understand the arguments for delaying sexual activity;
- Understand the reasons for having protected sex;
- Understand the consequences of their actions and behave responsibly within sexual and personal relationships;
- Have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationships they want;
- Communicate effectively;
- Have sufficient information and skills to protect themselves and, where they have one, their partner from unintended/unwanted conceptions, and sexually transmitted infections including HIV;

- Avoid being exploited or exploiting others;
- Avoid being pressured into unwanted or unprotected sex;
- Access confidential sexual health advice, support and if necessary treatment; and
- Know how the law applies to sexual relationships.

SRE in the post-16 curriculum

The school recognises the importance of continued health education in the post-16 context. Part of the post-16 PSHE curriculum will include Sex and Relationships Education, which will consciously build on the KS4 curriculum. Students will be expected to further their knowledge, understanding and skills in this area by receiving input from their sixth form tutors as well as visits from Health Service staff where and when applicable and those in supporting agencies drawn from the locality. Parents of 6th Form students wishing to withdraw their child from SRE would need to contact the Head of 6th Form (Ms Dhillon), in the first instance.

Dealing with sensitive issues

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about SRE. The following are protocols for discussion based lessons with students:

- No one (teacher or student) will have to answer a personal question;
- No one will be forced to take part in a discussion;
- Only the correct names for body parts will be used;
- Meanings of words will be explained in a sensible and factual way;
- Teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent.

Where a member of staff is concerned that a child protection issue is arising it

is his/her responsibility to follow the school's policy in this matter and refer to the designated senior staff responsible for child protection in school.

Child Protection

Teachers will be clear that they cannot be totally confidential and that if a student makes a disclosure that indicates that child abuse is taking place the teacher is bound by law to refer that student to the senior designated staff in school giving a value free report of the disclosure.

Visitors contributing to SRE

From time to time the school may invite in local experts on issues relating to SRE as well as using health and other professionals associated with the school. All school associate health and other professional and visitors will be asked to conform to the following:

- Visitors contributing to SRE will do so at the invitation of the school and will be qualified to make an appropriate contribution.
- Visitors must agree with the aims of the school in delivering its policy on SRE;
- When in class visitors will be supervised by a teacher, who will be present at all times;
- Visitors will follow the school's child protection procedures if a disclosure occurs within the classroom setting;
- Visitors will know and understand where their contribution fits into the school's programme for SRE and PSHE.

Disclosures about sexual activity

In cases where a teacher learns from an under 16 years old that he/she is having, or is contemplating having sexual intercourse the teacher should:

- Encourage the student to talk to their parent or carer;
- Encourage the student to contact the school nurse or counsellor to access contraceptive and other services in the locality of the school.
- Report disclosures where child protection issues are involved. When the teacher believes there is a child protection issue to be addressed, he/she should refer the case to the designated teacher for safeguarding children. The staff member should also make clear to the student that they cannot guarantee confidentiality and may have to pass on information to other key staff in school or health and police services.

Monitoring and evaluating SRE

The school will

- Monitor and moderate the SRE programme in consultation school's Senior Leadership Team
- Ensure that SRE occurs in the school's curriculum according to the non-statutory schemes of work for PSHE;
- Monitor the use of teaching and learning styles;
- Monitor the use of teaching materials;

- Evaluate the effectiveness of the schools programme

Responsibility

The Headteacher takes overall responsibility for this policy and its implementation; is responsible for its day-to-day implementation

Policy reviewed by A McLeish on: 06/12/16

Policy adopted by the Governing Body of Waverley School on: ____/____/____

Policy to be reviewed on: 05/12/17

Signed:

X

Chair of Governors

X

Head Teacher