



# **SEX AND RELATIONSHIPS EDUCATION (SRE) POLICY**

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This policy will be reviewed by:	<b>Curriculum, Student Affairs and Parental Engagement Committee</b>

# SEX AND RELATIONSHIPS EDUCATION (SRE) POLICY

## 1 Introduction

1.1 We have based our academy's sex and relationships education policy on the DCFS guidance document Sex and Relationship Education Guidance (ref DfEE 0116/2000). In this document, SRE is defined as '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'. However, care needs to be taken to ensure that there is no stigmatisation of young people based on their home circumstances. Sex and relationships education is part of the personal, social and health and citizenship education curriculum in our school. While we use sex and relationships education to inform young people about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows young people to ask and explore moral questions. We do not use sex and relationships education as a means of promoting any form of sexual orientation.

## 2 Aims and objectives

2.1 We teach young people about:

- the physical development of their bodies as they grow into adults;
- human reproduction;
- contraception, safer sex and family planning;
- sexual health and sexually transmitted infections (STIs) including HIV/AIDS
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- the importance of family life;
- moral questions including abortion and domestic violence;
- relationship issues including sexual orientation;
- respect for the views of other people;
- sexual abuse;
- where to seek help and advice.

## 3 Rationale

3.1 We teach sex and relationships education in the context of the academy's aims and values framework. While sex and relationships education in our academy means that we give young people information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in the academy. In particular, we teach sex and relationships education in the belief that:

- sex and relationships education is part of a wider social, personal, spiritual and moral education process;
- young people should be taught to have respect for their own bodies;
- young people should learn about their responsibilities to others, and be aware of the consequences of sexual activity, including teenage pregnancy, sexually transmitted infections and sexual activity and the law;
- it is important to build positive relationships with others, involving trust and respect;
- young people need to develop personal responsibility, self respect and appropriate decision making skills

## **4 The National Healthy Schools Programme**

4.1 We are participating in the National Healthy Schools Programme, which promotes health and well-being through good quality health education and PSHE/Citizenship. As participants in this scheme we are committed to:

- consulting with parents on all matters of health education policy;
- training all our Citizenship teachers to teach sex and relationships education through the SRE Accreditation programme (Government run);
- listening to the views of the young people in our school regarding sex and relationships education,
- linking with local initiatives that support us in providing the best sex and relationships education teaching programme that we can devise.

## **5 Organisation**

5.1 Sex and Relationships is jointly co-ordinated by the Citizenship/PSHE co-ordinator, the School Health Team and the Science co-ordinator, who are responsible for the overall planning, implementation and review of the programme.

5.2 Delivery is through:

Planned aspects within the Science and PSHE/Citizenship curricula;  
Addressing moral and ethical issues which may arise from apparently unrelated topics in the National Curriculum subjects. Within this context of the subject it will not be deemed to be part of the sex education programme and therefore not subject to the parental right to withdrawal

5.3 Teaching approaches. A variety of approaches which cater for young people's different learning styles are used to ensure pupils are actively engaged in their learning. These include discussion, group work, drama and other active learning techniques.

5.4 Pupil groupings. Young people are taught in mixed ability, mixed gender and single sex groupings.

5.6 Time allocation. Sex and relationships education forms part of the curriculum in every year group.

5.7 C2U drop-in twice weekly led by the School Health Team.

## **Key Stage 3 Sex and Relationships Education Programme**

### **Year 7**

Puberty - changes in the body, and how relationships change

Development of the foetus and childbirth

Friendship and love- looking at different kinds of relationships

Personal values

Gender roles

Male and female physiology

### **Year 8**

Sexual relationships and personal decisions

Contraception

Sexual health, HIV and AIDS

### **Year 9**

Sex and the Law

Keeping safe

Childbirth and parental responsibilities

## **Key Stage 4 Sex and Relationships Education Programme**

### **Year 10**

Relationships, making and breaking, tolerance and compromise  
Teenage Pregnancy  
Sexually transmitted infections  
Abortion  
Sexual lifestyles  
Sexual activity and the law  
Loving and caring for others

### **Year 11**

Assertiveness in relationships  
Marriage and commitment  
Separation and divorce  
Becoming independent-pros and cons  
Sexuality and aging, including the menopause

## **6 The Role of Parents**

6.1 The academy is well aware that the primary role in young people's sex and relationships education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of young people at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the academy's sex and relationships education policy and practice and encourage them to be involved in reviewing the school policy and making modifications to it as necessary;
- arrange a meeting for all parents and carers of young people in KS3/KS4 to discuss this particular programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching.
- answer any questions that parents may have about the sex and relationships education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex and relationships education in the school;

6.2 Parents have the right to withdraw their child from part of the sex and relationships education, but not that part covered in the statutory Science Orders. If a parent wishes their child to be withdrawn from SRE lessons, they should discuss this with the Principal, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard and will provide appropriate sources of information for parents who wish to withdraw their children.

6.3 Family Planning Association will be running sessions for parents to gain confidence in speaking to their children re SRE.

## **7 The Role of other members of the community**

7.1 We encourage other valued members of the community to work with us to provide advice and support to the young people with regard to health education. In particular, members of the Local Authority, the Teaching Primary Care Trust, such as the academy's nurse and the C2U Team. Provision is in partnership with the teaching staff and is part of a planned programme of Sex and Relationships Education.

## **8 Confidentiality**

- 8.1 Teachers conduct sex and relationships education lessons in a sensitive manner and in confidence. However, if a young person makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection in line with the academy's Child Protection Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the pupil as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the academy's Child Protection Officer and the Principal. The Child Protection Officer /the Principal will then deal with the matter in consultation with the Education Safeguarding Team, Children and Families and health care professionals (see also Child Protection Policy). Other support agencies working within the school classroom context are governed by the academy's confidentiality policy, although health professionals such as school counsellors/nurses will be bound by their professional confidentiality guidelines.
- 8.2 Teenage Pregnancy. If a pupil of statutory school age discloses to a teacher that she is or maybe pregnant then the teacher will follow the academy's Child Protection Policy and notify the Child Protection Officer and the Principal who must then notify the Education Safeguarding Team, Children and Families Team and the Teenage Pregnancy Reintegration Officer. The Teenage Pregnancy Reintegration Officer provides support and advice to the pupil, their parents and the school.

## **9 The Role of the Principal**

- 9.1 It is the responsibility of the Principal to ensure that both staff and parents are informed about our sex and relationships policy, and that the policy is implemented effectively. It is also the Principal's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- 9.2 The Principal liaises with external agencies regarding the school sex and relationships programme, and ensures that all adults who work with young people on these issues are aware of the school policy, and that they work within this framework.
- 9.3 The Principal monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.
- 9.4 The Principal will consult with student representatives about SRE policy and provision and ensure their views are reflected in school policy.

## **10 The Role of the Governors**

- 10.1 A nominated governor will have a link role between the academy and the governing body for child protection, SRE and teenage pregnancy.

## **11 Monitoring and review**

- 11.1 Sex and Relationships Education will be monitored by the Faculty Leader, the Citizenship/PSHE Co-ordinator and the Head of Science.
- 11.2 An annual report will be made to governors. The full policy will be made available to all parents when their child enters the school.
- 11.3 The Curriculum Committee of the governing body monitors our sex and relationships policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification.

11.4 The Curriculum Committee gives serious consideration to any comments from parents about the sex and relationships programme, and makes a record of all such comments. Governors require the Principal to keep a written record, giving details of the content and delivery of the sex and relationships programme that we teach in our school.