

Sex and Relationship Education Policy

1. PRINCIPLES

Sex and Relationships education (SRE) 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.

It has three main elements:

- attitudes and values

-learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
– learning the value of respect, love and care;
– exploring, considering and understanding moral dilemmas; and
– developing critical thinking as part of decision-making.

- personal and social skills

– learning to manage emotions and relationships confidently and sensitively;
– developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
– developing an appreciation of the consequences of choices made;
– managing conflict; and
– learning how to recognise and avoid exploitation and abuse.

- knowledge and understanding

– learning and understanding physical development at appropriate stages;
– understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
and
– the avoidance of unplanned pregnancy.

(Sex and relationship Education Guidance DfEE 0116/2000)

2. AIMS

- To provide a framework for delivery of sex and relationship education.
- To ensure an equality of delivery for all students. Traditionally the focus has been on girls. Boys have felt that SRE was not relevant to them and felt unable or embarrassed ask questions and are less likely to talk to their parents/carers about SRE (Sex and Relationship Guidance DfEE 2000). Students with special needs should also have access to SRE and not be withdrawn from SRE in order to catch up with National Curriculum subjects (Sex and Relationship Guidance DfEE 2000).
- To ensure communication with parents/carers concerning all aspects of the sex and relationship education in the school.

3. PRACTICE

a) *Values and beliefs*

As well as knowledge and information pupils will be encouraged to consider the importance of the following values, which are derived from the school's value system:

- Respect and valuing of themselves and others.
- Understanding and sensitivity towards the needs and views of others.
- Responsibility for their own actions.
- Responsibility to the school, their family and the wider community.

b) *Skills and abilities*

Students will be helped to develop the following skills:

- Ability to cope with loss and change of relationships
- Communication including the making and keeping of relationships.
- Assertiveness.
- Decision-making.
- Recognising and using opportunities to develop a healthy lifestyle.

c) *Knowledge and information*

Key Stage 3 – Puberty, personal safety, friendship and love, family life and other relationships, valuing difference gender issues, conception and birth, contraception, HIV/AIDS, safer sex, strategies to manage risk, helping agencies, sex and the law, life stages.

Key Stage 4 – Birth processes, abortion, genetic inheritance, early parenting, sexually transmitted infections including HIV and AIDS, sexual lifestyles, sexuality, breast and testicular cancer, teenage pregnancy, marriage and relationships, helping agencies, prejudice and stereotyping, different faiths and cultures.

Key Stage 5 – Relationships, general sexual health awareness, knowledge of living with HIV.

4. ORGANISATION

a) *Sex and Relationship Education* is jointly co-ordinated by the Life Skills Co-ordinator, Head of Science and Head of Religious Education, who are responsible for the overall planning, implementation and review of the programme.

b) *Delivery is through*

- Planned aspects within the Life Skills, Science and Religious Education curricula.
- Addressing moral and ethical issues which may arise from apparently unrelated topics in all National Curriculum subjects. Within this category, as long as any discussion takes place within the context of the subject it will not be deemed to be part of the sex and relationship education programme and therefore not subject to the parental right of withdrawal.

c) *Teaching approaches*

Lessons are planned inline with the expectations of the teaching and learning policy. It is important that the atmosphere in the classroom is appropriate for SRE; ground rules can be used to help establish this. A variety of approaches are used to give pupils relevant information; to enable moral issues to be explored through discussion; and to acquire appropriate skills. The use of correct terminology is encouraged in all students to ensure that they have appropriate vocabulary available to them and to avoid confusion that may be caused by slang terms.

d) *Student groupings*

Students are taught in mixed ability and mixed gender groups for Lifeskills and in RE lessons at KS3. In Science the groups after year 7 are taught in groups set by ability. Year 7 are taught Science in mixed ability groups. These remain mixed gender. Students are taught in mixed ability groups for RE at Key stage 4. When there is a specific need (e.g. members of faith groups), arrangements will be made to teach pupils in appropriate groupings.

e) *Professional Development*

- Materials – A wide range of teaching resources are available to teachers and for inspection by parents through the Life Skills Co-ordinator, Head of Science and Head of Religious Education.
- Staff – With regard to sex and relationship education it is important that staff feel comfortable with the subject matter, Lifeskills is taught by a specialist team of teachers in order to help facilitate this. The programme is also enhanced by the use of supervised, outside speakers, who are health care workers or appropriate speakers with relevant knowledge and experience. Support for Lifeskills teachers will be offered through an in-service training programme. All staff are asked to teach within the school's value framework.

f) *Time available*

Sex and relationship education forms some part of the curriculum in every year group and is usually delivered through one hour sessions. (See SRE programme)

Sex and Relationship Education programme 2007-2008

Yr	Time	Subject	Topic	Presenter	Format
7	1 Hour	PSHE	Issues about Puberty	Lifeskills team teacher	Booklets, discussion, compliments the biological approach of Science
	1 Hour	Science	Puberty and menstruation	Science teacher	Life booklet and text books "KSE Science" "Hodder A" "Science to 14" Discussion
	1 Hour	Science	Structure of male/female sex organs and sex cells	Science teacher	
	1 Hour	Science	Path of sperm	Science teacher	
	1 Hour	Science	Development of baby	Science teacher	
	1 Hour	Science	Birth of baby and placenta	Science teacher	
8	1 Hour	PSHE	Relationships	Maggie Mackenzie	Discussion, worksheets, group work
	1 Hour	PSHE	Self esteem	Lifeskills teacher	
	1 Hour	PSHE	Loss and grief	Lifeskills teacher	
9	1 Hour	PSHE	Sex facts and Condoms	Year 12 peer education	Peer education scheme discussion, role-play, activities
	1 Hour	PSHE	STIs and Relationships	Year 12 peer education	
	1 Hour	PSHE	Alcohol awareness	Lifeskills teacher	Discussion, worksheets, group work
	1 Hour	PSHE	Personal safety	Lifeskills teacher	Discussion, worksheets, group work
	1 Hour	PSHE	Decision making	Lifeskills teacher	Discussion, worksheets, group work
	5 Hours	Science	Repeat of year 7 in greater depth	Science teacher	Life processes booklet
10	1 Hour	PSHE	Contraception (Jonny condom)	Lifeskills teacher	video
	1 Hour	PSHE	Breast and testicular cancer	Wendy Gough Everyman charity	DVD Presentation
	1 Hour	PSHE/ Citizenship	Homophobic Bullying	Lifeskills teacher	Video: Growing up gay Discussion
	1 Hour	PSHE	Drunk in charge of a body	Lifeskills teacher	Discussion group work
	1 Hour	PSHE	Teenage pregnancy	Lifeskills teacher	Video: 4 carrier bags and a buggy, discussion
	4 Hour	RE	Abortion	RE teacher	"Introducing Moral Issues" 3 R's of family Life video discussion
	4 Hour	RE	Euthanasia	RE teacher	
	4 Hour	RE	Marriage and relationships	RE teacher	
	2 Hours	RE	Sex before marriage, , stable relationships,	RE teacher	Video: make love last Introducing Moral Issues
	3 hours	Science	Sex hormones: Menstrual cycle, artificial control of fertility	Science teacher	Nelson Thorne AQA Science: GCSE Science
	3 hours	Science	Types of reproduction / cloning	Science teacher	Nelson Thorne AQA Science: GCSE Science
	1 hour	Science	Pathogens including STIs	Science teacher	Nelson Thorne AQA Science: GCSE Science
11	1 Hour	PSHE	Sexual Health	Lifeskills teacher	PowerPoint, discussion Video: HIV risky business
11	3 Hour	Science	Meiosis/ sexual reproduction inheritance of genetic conditions	Science teacher	Nelson Thorne AQA Science GCSE additional Science

12	1 Hour	PSHE	Sexual health	Lifeskills teacher	PowerPoint discussion
	1 Hour	PSHE	sexuality	Lifeskills teacher	Video activity pack
	day	PSHE	Peer education training	Lifeskills co-ordinator	Activity pack for volunteers
13	1 Hour	PSHE	My sex education	Lifeskills teacher	Video, questionnaires
	1 Hour	PSHE	Living with HIV	Outside speaker	Mr Peter Lewis

Sessions written in bold are directly related to SRE Education
Science is a compulsory part of the curriculum for all students

g) *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. The following procedures will be adhered to by all adults.

- i) Disclosure or suspicion of possible abuse – the school’s child protection procedures will be invoked. (See relevant policy).
- ii) Disclosure of pregnancy or advice on contraception – it is hoped that the following procedure will ensure that pupils who are in difficulty know that they can talk to an adult in the school and that they will be supported.

Professional information and guidance will always be sought from a health professional. The school will always encourage pupils to talk with their parents first:

- Students should be asked whether they can tell their parent(s) and whether they want help in doing so. If this takes place subsequent responsibility then lies with the parent(s). This will need to be checked.
- If Students refuse to tell their parent(s) the adult should refer them to a health professional.
- The adult should report the incident to the Headteacher who will consult with the health professional about informing the parent(s).

h) *Parental partnership*

Under the Education Act 1993, parents have the right to withdraw their children from all or part of the sex education programme except in statutory national curriculum subjects. Parents wishing to exercise that right are asked to put this in writing to the Headteacher.

5. MONITORING AND EVALUATION

Monitoring and evaluation of SRE actively involves students in a number of ways. The school council is used to review the content of the programme biannually. Students are asked to complete an evaluation form for every “day activity” and outside speaker and year 13 students are asked to review and evaluate the SRE programme they received.

The content of the SRE programme is regularly monitored and evaluated in response to national and local concerns, e.g. Hertfordshire Teenage Pregnancy Strategy (2001 -10).

The Policy will be monitored through regular reports to the Governors’ Teaching and Learning Committee. These reports will cover both content and delivery.