

SEX AND RELATIONSHIPS POLICY (SRE)

(Reviewed January 2011)

Introduction

Sex and Relationships Education is lifelong learning about physical, moral, emotional development and well being. 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. It provides knowledge and encourages the acquisition of skills and attitudes which will allow pupils to manage their lives in a responsible and healthy way.

Aims

The aim of this policy is to communicate clearly to staff, parents/carers, visitors and pupils the manner in which sex and relationships will be delivered at Adeyfield School.

- To develop pupils' social and decision-making skills to help them 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 pupil.
- To provide pupils with the opportunity to examine and discuss the implications of the issues involved within an atmosphere of mutual trust and respect in a stimulating and supportive learning environment in which pupils can develop their feelings of self worth and confidence, especially in relationship with others.

Values & Beliefs

There are three main elements to our SRE policy:

- Gaining knowledge and understanding
- Developing positive attitudes and values
- Extending personal and social skills.

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

- 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 your own actions
- A sense of responsibility to the school, their family and the wider community

Skills & Abilities

We aim to help pupils develop the following skills:

- Valuing themselves as unique individuals
- Keeping themselves and others healthy and safe
- Knowing how and where to gain information and support and participating in society
- Communication
- Assertiveness
- Decision Making
- Risk Assessment

Organisation of SRE

SRE is part of our Personal, Social, Health & Economic Education and Citizenship programme. Some aspects are taught mainly in National Curriculum Science lessons and lessons on relationships occur also in English and RE. Through planned lessons in the curriculum as well as through wider school activities such as assemblies and curriculum days children are able to develop their ideas, knowledge and skills gradually and appropriately.

Teachers have the main responsibility for teaching about SRE in the classroom and they plan and liaise with other specialists particularly our school nurse to ensure our pupils receive an up to date and balanced programme.

Teaching strategies

As much as possible we provide an interactive learning environment which is motivating and allows pupils to practise skills as well as to gain information and knowledge. We also allow time for reflection.

Staff training

All teachers and other staff members who are required to teach SRE will have relevant training and resources.

Monitoring and evaluation

Our Science and Personal, Social, Health & Economic Education and Citizenship coordinator will monitor teaching and learning according to school policy. Implementation will be monitored by the Headteacher, Deputy Head, Assistant Head, Personal, Social, Health & Economic Education and Citizenship coordinators and reported on to the Governing Body.

Inclusion

In our school we have a commitment to ensure that our SRE programme is relevant to and inclusive of all pupils.

Confidentiality, advice and child protection

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:

- Disclosure or suspicion of possible abuse - The school's Child Protection Policy & Safeguarding procedures will be invoked
- Pregnancy – pupils who disclose that they are, or have made someone else pregnant should be asked whether they can tell their parent/carer(s) and whether they want help in doing so. Support may be given in setting up a meeting between pupil and parent/carer(s), with a member of staff. Further support may then be needed to arrange meetings with a health professional. Subsequent responsibility will then lie with the parent/carer(s). Where a pupil refuses to inform their parent/carer(s) the school will inform them. Support will be offered as outlined above. Any member of staff to whom a pupil makes such a disclosure should report this to the designated Child Protection member of staff or the Headteacher.
- Sexual orientation – Adults will deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support

Partnership with parents/carers

Most of a pupil's informal sex and relationships education occurs within the family and the school's programme will complement and build on this in co-operation with homes. Parents/carers have the right to withdraw their child from some, or all, SRE lessons but not statutory Science lessons. If a parent/carer wishes to withdraw their child they need to have a discussion with the Headteacher, so that he/she can be made aware of the reasons and provide alternative arrangements. The DfES has produced a free leaflet explaining this position.

Organisation of SRE programme (through PSHEE and Citizenship)

KS3

Puberty, personal safety, friendships, love, family life, relationships, gender, conception and birth, contraception, HIV/AIDS, sex and the law, stereotyping, prejudice, feelings, peer pressure, self esteem, decision making, awareness of outside agencies.

KS4

Abortion, teenage parenting, sexually transmitted infections, sexuality, breast, cervical and testicular cancer, marriage and relationships, awareness of outside agencies, prejudice, different faiths and cultures, risk, divorce.

KS5

Sexuality, marriage, cohabitation, contraception, HIV/AIDS, sexually transmitted infections.

This is complemented by the **National Curriculum for Science**. Within the National Curriculum for Science, pupils should be taught:

At Key Stage 3 (11-14)

- that living things have structures that enable life processes to take place;
- the ways in which some cell types, including sperm and ovum are adapted to their functions;
- the human reproductive system, menstrual cycle, fertilisation, and the role of the placenta;
- how the foetus develops in the uterus;
- the physical and emotional changes that take place during adolescence; and
- that bacteria and viruses can affect health.

At Key Stage 4 (14-16)

- that the nucleus contains chromosomes that carry the genes;
- the way in which hormonal control occurs, including the effects of insulin and sex hormones;
- the medical use of hormones, including the control and promotion of fertility and the treatment of diabetes;
- how variation may arise from both genetic and environmental causes;
- that sexual reproduction is a source of genetic variation while asexual reproduction produces clones;
- how gender is determined in humans; and
- the basic principles of genetic engineering, cloning and selective breeding.

Links with other policies

For specific details about possible related issues, e.g. inclusion, confidentiality, child protection, bullying etc. Reference needs to be made to our relevant school policy.

This policy does, however link directly to the following:

PSHEE Policy

Teaching and Learning Policy