

Manshead Sex and Relationships Education Policy

This policy reviewed by  _____ Date:  _____

Next review date :  _____

SEX AND RELATIONSHIPS EDUCATION POLICY

Rationale

Sex and Relationships Education describes the teaching and learning we offer to the young people in our school, helping them to understand their own and others sexuality and to develop skills for relationships and informed decision making. We believe that SRE is the entitlement of all young people and we are committed to deliver it within the context of a broad and balanced programme of health education, supporting them in learning about different faiths and cultures and underpinned by values promoting equality and respect.

Aims

SRE in this school will contribute to the requirements of the DfEE Guidance (2000), the recommendations from the OFSTED Report, 'Sex and Relationships' (2002), and will be firmly rooted within the framework for Personal, Social, Health Education (QCA, PSHE 2000). It is also in line with recommendations for best practice, as part of the National Healthy School Standard. In our school we aim through implicit and explicit learning experiences to:

- Ensure that Sex and Relationships Education is integrated into the curriculum and not isolated, taken out of context or over emphasised in any way
- Foster self esteem and respect for others as the cornerstone of good health education and of therefore, good sex and relationships education
- Nurture a partnership between caring adults – governors, teachers, associate staff and parents – to ensure sensitive support for young people as they grow and mature
- Ensure young people have the ability to accept their own and others' sexuality
- Encourage young people to enjoy relationships based upon mutual trust and respect, free from any abuse
- Generate an atmosphere where questions and discussion on sexual matters can take place without embarrassment
- Adopt a whole school approach to SRE
- Promote the spiritual, moral, cultural, mental, physical and social development of pupils at the school and of society
- Prepare pupils for the opportunities, responsibilities and experiences of life

The school will work towards this aim in partnership with its young people and parents.

The aim of the SRE policy is to clarify the content and the manner in which SRE is delivered in this school.

Teaching and Learning

Within the taught and broader curriculum, including whole school opportunities i.e. the whole school environment, pupils will be given frequent and regular opportunities to work on feelings and to practise personal and interpersonal skills. We value and respect the learning that occurs in the community and in the home, believing that these, alongside school links, are essential dimensions of sex and relationships education. It is important to involve, whenever possible, and certainly to inform parents. Parents have the right to withdraw their child from SRE provided outside the National Curriculum Science.

SRE has three main elements:

1. 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 the children
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision making

2. 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
- learning how to recognise and avoid exploitation and abuse

3. Knowledge and understanding

- learning and understanding physical development at appropriate stages
- understanding human sexuality, reproduction, sexual health, emotions and relationships
- learning about 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

What is Taught

SRE at the Manshead will aim to provide accurate and up to date information appropriate to the age and ability of the students. It will also encourage the acquisition of skills and attitudes to enable them to make informed choices around their sexual health.

SRE is a cross-curricular theme, delivered mainly through the subject areas of Science and RE. Full details of the content of SRE within RE and Science can be found in the subjects relevant schemes of work.

Organisation

• **Co-ordination of SRE**

It is essential to ensure continuity, progression and evaluation. The work is co-ordinated by Learning Manager for PSHE, Heads of College and Assistant Head.

• **Delivery**

Delivery is through planned aspects within Science, PSHE and Religious Education curriculum, 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 National Curriculum subject, it will not be deemed to be part of the SRE programme and therefore not subject to the parental right of withdrawal.

- **Teaching Approaches**

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. Details can be seen in the full Scheme of Work.

- **Pupil Groupings**

In Year 9, 10 and 11 SRE is taught in mixed ability tutor groups and mixed ability Science and RE groups.

- **Assessment**

Young people's progress and learning in SRE will be regularly assessed against the appropriate learning outcomes, using a variety of methods; self-assessment, discussion and questioning, evaluations at the end of topics.

- **Resources**

A wide range of teaching resources are listed in the Scheme of Work and are readily available to teachers. They can also be inspected by parents and governors through liaison with the Co-ordinator.

- **Staffing**

At Manshead we believe that it is important to foster relationships of trust between students and teachers. It is important that members of staff feel comfortable with and knowledgeable about the subject matter when dealing with SRE issues. SRE at Manshead is taught by every member of staff in a learning guide hour once a cycle. SRE is also incorporated as part of the RE and Science curriculum. Appropriate training will be provided for staff, with regular opportunities for support through school in-service training. Members of staff are asked to teach within the school's value framework.

- **Time Available**

SRE will be mainly delivered cross-curricula through the RE and Science curriculum. There will be off-timetable days allocated for the delivery of SRE for Year 9, 10 and 11s, these will be identified on school's the forward plan.

Specific Issues

The following issues may occur as part of SRE. Staff, parents and pupils will follow the school's procedures:

Confidentiality and Advice

This will include:

- Making sure that pupils and parents or carers are aware of the school's Child Protection Policy and how it works in practice
- Reassuring pupils that their best interests will be maintained
- Encouraging pupils to talk to their parents or carers and giving them support to do so
- Ensuring that pupils know that teachers cannot offer unconditional confidentiality
- Reassuring pupils that, if confidentiality has to be broken, they will be informed first and then supported as appropriate
- If there is any possibility of abuse, following the school's Child Protection Procedure
- Making sure that pupils are informed of sources of confidential help, for example, the school nurse, counsellor, GP or local young people's advice service
- Using ground rules in lessons

Relationships

Within the context of talking about relationships, children should be taught about a wide range of relationships and different family arrangements, and emphasising the positive qualities of family life in all its variety of forms. They must be taught to recognise the need for commitment, trust and love in meaningful relationships.

Special Educational Needs

Young people with special educational needs will NOT be withdrawn from SRE, but will be given help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not acceptable. Work may be planned in different ways in order to meet the individual needs of young people with special educational needs.

Monitoring and Evaluation

Assistant Head and student services will monitor the provision of PSHE.

Sue Carter is the nominated governor that will have a link role between the school and the governing body.

Links to other Policies

These will include:

- PSHE & Citizenship
- Equal Opportunities
- Anti-bullying
- Child Protection

These policies can be located on the portal

Appendix (available to view on request)

- Full Scheme of Work for all year groups
- Resources
- Exemplar questionnaires for staff, pupils and parents- Normative influence

Signed by Head Teacher:

Date:

Signed on behalf of the Governing Body:

Date: