



Idsall Sex and Relationships Education Policy

Sponsorship & Review

1 Sponsor

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2 Written & Approved

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3 Next Review Date

November 2020



Idsall School

Sex & Relationships Education Policy

Policy Statement

Sex & Relationship 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 (*Sex and Relationship Education Guidance, July 2000 DfEE*).

The guidance suggests that SRE should have three main elements as follows:

Knowledge and Understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, sexual health, emotions and relationships.

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.
- 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.

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

The 1996 Education Act consolidates all relevant previous legislation and states that all secondary schools are required to provide an SRE programme that includes (as a minimum) information about sexually transmitted infections and HIV/AIDS. The sex education elements contained in the National Curriculum Science Orders are also mandatory. All schools must provide an up to date policy that describes the content and organisation of SRE provided outside the National Curriculum Science Order. The DfEE Sex and Relationship Education Guidance (2000) supports this legislation and suggests that schools should set sex education within a broader base of self-esteem and responsibility for the consequences of one's actions.

Other related policies and documents include the PSHE Policy, Anti-Bullying Policy and the Child Protection Policy.

Aims and Objectives

SRE within Idsall School aims to provide opportunities for pupils to develop skills, knowledge and understanding they need to lead confident, healthy, independent lives and become active and informed citizens.

This policy is a working document which provides guidance and information on all aspects of SRE in the school for staff, parents/carers and governors. To be accessible to all of these groups the document needs to be available on request and presented in a way that is easy to understand.

Moral and Values Framework

The SRE programmes at Idsall School reflects the school ethos and demonstrates and encourages the following values:

- Respect for self;
- Respect for others;
- Responsibility for their own actions;
- Responsibility for their family, friends, schools and wider community.

Equal Opportunities Statement

The school is committed to the provision of SRE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision is allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support from SEN staff.

Content

In key stage 3 PSE pupils learn about the changes that occur to them during puberty, the law relating to sex and the positive benefits of good relationships. In science they learn about human biology and reproduction.

In key stage 4 PSE pupils learn about sexually transmitted diseases (causes and prevention) and how they affect the body; the different types of contraception, how they work and the pros and cons of each; the benefits of, and forming of, successful relationships; and practising safe sexual activity. In RE issues and debates surrounding abortion and the importance of marriage are explored.

Organisation

The schools approach to SRE consists of:

1. The taught National Curriculum Science Programme of Study.
2. SRE modules within each Key Stage delivered within a planned PSHE programme.
3. Pastoral support for pupils who experience difficulties.
4. Support through our CHAT service
5. Provision of appropriate information through leaflets and books in the library.

SRE is not delivered in isolation but firmly embedded in all curriculum areas, including ID (individual development).

SRE, through ID, is taught in mixed ability gender groups or single groups as deemed appropriate. Where SRE is delivered through science lessons pupils are in set ability groups.

Staff

Staff are responsible for:

- Delivering SRE in a sensitive way
- Modelling positive attitudes to SRE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of SRE

Staff do not have the right to opt out of teaching SRE. Staff who have concerns about teaching SRE are encouraged to discuss this with the Headteacher.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of SRE in school. All linked agencies will be appraised of this policy and where they fit within the planned programme; there will be discussions before any input, including on confidentiality issues, and joint evaluation afterwards. No visitor will work with students in a classroom situation where a teacher is not present.

Specific Issues within SRE

1. Withdrawal

Parents/Carers have the right to withdraw their children from all or part of the sex and relationships education provided at school except for those parts included in the statutory National Curriculum. Those parents/carers wishing to exercise this right are invited in to see the Headmaster who will explore any concerns and discuss the impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed.

Materials are available to parents/carers who wish to supplement the school SRE programme or who wish to deliver SRE to their children at home.

2. Confidentiality

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named child protection coordinator who may confer with the headteacher before any decision is made.

The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported throughout the process.

The school has a separate Child Protection Policy. Effective SRE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

3. Disclosures

If a member of staff learns that an under 16 is sexually active or contemplating sexual activity the school will ensure that:

- Child Protection issues are addressed;
- The young person receives adequate counselling and information;

4. Controversial and Sensitive Issues

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

5. Dealing with Questions

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly and, can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned.

6. Sexual Identity and Sexual Orientation

Idsall School believes that SRE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context.

Key Websites

www.teachernet.gov.uk/pshe/

www.healthyschools.gov.uk/Themes/Default.aspx?theme=1

www.ncb.org.uk/sef (Sex Education Forum)