

Deyes High School



Sex and Relationship Education (SRE) Policy

<i>Origination</i>	<i>Authorised by</i>	<i>Issue No.</i>	<i>Page 1 of 9</i>	<i>Date</i>
AST	SLT	1		Sept 2017

Sex and Relationship Education Policy (SRE)

At Deyes High School sex and relationship education is an important strand in the school's positive ethos of preparing young people to realistically face life outside and beyond school.

In planning and delivering this programme, the varying knowledge, experience and maturity of the students are taken into consideration, as are the sometimes conflicting messages given by the less responsible sections of the media, in the way sex and sexual morals are represented to young people.

While it is assumed that it is mainly the responsibility of the parents to impart the facts of life to their children, as a natural part of family life and discussion, it is also accepted that there will be some students who may not have had the benefit of this experience.

Taking these points into consideration, the School sensitively attempts to provide a framework which will give all students an understanding of the physical, emotional, social and ethical aspects of their developing sexuality, and of their place in long term and stable relationships with others. Attention is given in particular to the application of assertive behaviour in coping with peer and media pressure.

The Consultation process has involved:

- Annual review of SRE curriculum content with staff, pupils and parents
- Consultation with wider school community e.g. school nurse and Sefton Authority healthy schools advisor.
- The use of external advisors to inform our delivery e.g. Dove foundation on body image

What Is Sex and Relationship Education?

SRE is lifelong learning about physical, sexual, moral, cultural, ethical and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. SRE hopes to provide accurate information about the body, reproduction, sex, and sexual health. It will also give children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe in the modern world, both on and offline.

Principles and Values

In addition, Deyes High School believes that SRE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.
- Be an entitlement for all young people.

<i>Origination</i>	<i>Authorised by</i>	<i>Issue No.</i>	<i>Page 2 of 9</i>	<i>Date</i>
AST	SLT	1		Sept 2017

- Encourage every student to contribute to their collective community, and aims to support each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other. This ideal is encouraged within all students.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We work in partnership with parents and students, consulting them about the content of programmes and hold an annual awareness meeting for parents of Year 7 students, as well as holding regular meetings with parental focus groups to improve our curriculum.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

Sex and Relationship Education in this school has three main elements:

Attitudes and Values

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning about 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;
- challenging myths, misconceptions and false assumptions about 'normal' behaviour.

<i>Origination</i>	<i>Authorised by</i>	<i>Issue No.</i>	<i>Page 3 of 9</i>	<i>Date</i>
AST	SLT	1		Sept 2017

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter).

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;
- the avoidance of unplanned pregnancy.

Aims

The aim of SRE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, social, and moral dimensions of sexual health. Our SRE programme aims to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- communicate effectively by developing appropriate terminology for sex and relationship issues.

<i>Origination</i>	<i>Authorised by</i>	<i>Issue No.</i>	<i>Page 4 of 9</i>	<i>Date</i>
AST	SLT	1		Sept 2017

- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity
- understand the arguments for delaying sexual activity.
- understand the reasons for having protected sex.
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- know how the law applies to sexual relationships.

Organisation and Content of Sex and Relationship Education

Deyes High School specifically delivers Sex and Relationship Education through its bespoke SRE Programme, RE and Science lessons at KS3, KS4 and within KS5 tutorials. It is also covered to a lesser extent within the PSHE curriculum. Cross-curricular links also exist within a number of subject areas e.g. Religious Ed, English etc.

SRE is delivered by a small, specialist team of staff. Lessons are taught in small group sizes.

The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical and biological aspects of development and reproduction, although the importance of relationships is not forgotten.

The SMSC Programme and Science National Curriculum is taught in every year. The specified lessons in SRE are taught in Years 7 to 9, with specialist days and modules delivered to Years 10-13.

Any SRE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

Discreet assessment and understanding are carried out at the end of every topic and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes. Literacy will also be assessed.

<i>Origination</i>	<i>Authorised by</i>	<i>Issue No.</i>	<i>Page 5 of 9</i>	<i>Date</i>
AST	SLT	1		Sept 2017

Cross-curricular Content

Year 7: Human reproduction as a part of a life cycle topic, including biological detail and social implications.

Year 9: Sexually transmitted diseases as examples of pathogenic micro-organisms. Genetics, including sex determination and inherited diseases.

Year 10: The body's immune system and hepatitis. Biology aspects of human reproduction.

English: Many positive and negative aspects of human relationships emerge naturally through reading prose and poetry and the study of English Literature.

RE: The curriculum covers many of the emotional and social aspects of sexuality. This particularly covers religious and social beliefs and traditions on sexuality and gender.

SRE Curriculum

Year 7	Year 8	Year 9
<p>Social engagement</p> <ul style="list-style-type: none"> ·Respect for others ·Examples of positive engagement ·Social media 	<p>Alcohol Awareness</p> <ul style="list-style-type: none"> ·Dangers ·Reality ·Links to sexual relationships 	<p>Domestic Violence</p> <ul style="list-style-type: none"> ·In the media ·Types ·How to respond
<p>The Media – positive images?</p> <ul style="list-style-type: none"> ·Idealistic vs. realistic images ·Representing ourselves on social media ·Dangers of misrepresentation 	<p>Contraception & STIs</p> <ul style="list-style-type: none"> ·Examples of Contraception's ·How they may be used ·How effective these may be ·STIs and how they can and cannot be prevented 	<p>Exploitation</p> <ul style="list-style-type: none"> ·Media representation ·Reality and the facts ·Looking after yourself

<i>Origination</i>	<i>Authorised by</i>	<i>Issue No.</i>	<i>Page 6 of 9</i>	<i>Date</i>
AST	SLT	1		Sept 2017

Sexual Discrimination	Taking responsibility for another life	Pornography
<ul style="list-style-type: none"> •Changes in Society •Types of Sexual Discrimination •Misinterpretations of words 	<ul style="list-style-type: none"> ·Pregnancy ·Abortion 	<ul style="list-style-type: none"> ·Dangers ·Misconceptions ·Precautions

Inclusion

Students with Special Needs

We ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support.

Right of Withdrawal of Students from Sex and Relationship Education

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any SRE resources the school uses.

Confidentiality, Controversial and Sensitive Issues

Teachers cannot offer unconditional confidentiality.

In a case where a teacher learns from an under 16-year-old that they are having or contemplating sexual intercourse:

- The young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- Child protection issues will be considered, and referred to the teacher responsible for Child Protection under the school's procedures.
- The young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

Monitoring and Evaluation of Sex and Relationship Education

<i>Origination</i>	<i>Authorised by</i>	<i>Issue No.</i>	<i>Page 7 of 9</i>	<i>Date</i>
AST	SLT	1		Sept 2017

It is the responsibility of the SMSC Co-ordinator to oversee and organise the monitoring and evaluation of SRE, in the context of the overall school plans for monitoring the quality of teaching and learning. The SMSC programme will be treated as a subject department in this exercise, under which all departments undertake yearly self-evaluation.

The Governors' Teaching and Learning Committee is responsible for overseeing, reviewing and organising the revision of the Sex and Relationship Education Policy

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's sex and relationship education policy, and on support and staff development, training and delivery.

Monitoring and Evaluation

Provision for SMSC will be monitored and reviewed on a regular basis. This will be achieved by:

- Monitoring of lesson plans and teaching and learning, by the SMSC co-ordinator
- Audit of policies and Schemes of Work
- Audit of workbooks
- Sharing of good classroom work and practice
- Collation of evidence from student's work in school portfolio
- Student voice on good practice
- Parent voice

List of Acronyms

Acronym	Meaning
SMSC	Spiritual, Moral, Social and Cultural Education
PSHE	Personal Social and Health Education
RE	Religious Education
SRE	Sex and Relationship Education
STI	Sexual Transmitted Infections

<i>Origination</i>	<i>Authorised by</i>	<i>Issue No.</i>	<i>Page 8 of 9</i>	<i>Date</i>
AST	SLT	1		Sept 2017

Review

Document title	Author	Date	Review Date	Reviewers	
SRE policy	D. Stacey	19/1/2015	1/09/2016 6/06/2017	D. Stacey	D. Davies P. Treanor P. Duffy
Ratified by Governors	June 2017				

This policy will be reviewed in accordance with the policy review schedule. This will take place yearly by D. Stacey, under the guidance of D. Davies, P. Duffy and the Board of Governors.

<i>Origination</i>	<i>Authorised by</i>	<i>Issue No.</i>	<i>Page 9 of 9</i>	<i>Date</i>
AST	SLT	1		Sept 2017