

SEX AND RELATIONSHIPS EDUCATION POLICY

Harlington Upper School

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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, underpinned by values promoting equality and respect.

Aims

SRE at Harlington Upper School seeks to comply with the requirements of the DfEE Guidance (2000) and the recommendations from the Ofsted report, 'Sex and Relationships' (2002) – it is firmly rooted within the framework for Personal, Social and Health Education. 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 good sex and relationships education;
- Nurture a partnership between caring adults – governors, teachers, support staff, parents and visiting speakers – 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 respect and trust, free from 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 young people at the school;
- Prepare young people 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 at Harlington Upper School.

Staff Responsibility

Governing Body	<ul style="list-style-type: none"> • Ensuring compliance with statutory requirements and DfES guidance • Monitoring and implementation of policy
Headteacher	<ul style="list-style-type: none"> • Monitoring of policy, advice and consultation • Whole school compliance with policy
Deputy Headteacher	<ul style="list-style-type: none"> • Management of day-to-day implementation • Oversight of all SRE delivery • Ensuring parents are notified as appropriate
Citizenship/PSHE co-ordinator or Key Stage Director	<ul style="list-style-type: none"> • Formulation and delivery of SRE programme in line with this policy • Peer-led education training and input • Negotiation and monitoring of visiting speakers, theatre groups • Ensuring compliance with National Healthy Schools objectives
Teachers/support staff	<ul style="list-style-type: none"> • Delivery of lessons as planned and appropriate to age of tutor group/class group • Support for activities and interaction with students

Teaching and Learning

Within the taught and broader curriculum, including whole school opportunities, pupils will be given frequent and regular opportunities to practise personal and interpersonal skills and feelings. 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 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 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

Organisation

- **Co-ordination of SRE** is essential to ensure continuity, progression and evaluation. This is the responsibility of the Citizenship and PSHE co-ordinator and the Key Stage Director.
- **Delivery** is through planned aspects within the Science, Child Development, PSHE and Religious Education curriculum, addressing moral and ethical issues which may arise from apparently unrelated topics in all National Curriculum subjects. 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** will vary, giving pupils relevant information; to enable moral issues to be explored through discussion; to acquire appropriate skills. Details can be seen in lesson plans.
- **Pupil groupings** will be mixed but when appropriate, single sex groups will be arranged and usually Year specific.
- **Assessment** will take place when appropriate through National Curriculum Subjects against the relevant learning outcome, using a variety of methods including examination, written work and discussion.
- **Resources** are listed in the Scheme of Work and are managed by the Citizenship Co-ordinator and Key Stage Director. They are made available to teachers in advance of lessons.
- **Staffing** is via normal curriculum teachers where appropriate, but when delivery is via form teacher, staff are given the option to be relieved by another member of staff if they do not feel comfortable. When delivery is from peer educators, there is thorough training in advance of the lesson and the class teacher is nearby should they be required.

Confidentiality and Advice

- Make sure that pupils and parents/carers are aware of the school's Confidentiality Policy and how it works in practice.
- Reassure pupils that their best interests will be maintained.
- Encourage pupils to talk to their parents/carers and give them support to do so
- Ensure that pupils know that staff cannot offer unconditional confidentiality
- Reassure 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, the school's Child Protection Procedures will be followed.
- Make sure that pupils are informed of sources of confidential help, for example the school nurse, counsellor, GP, school helplines booklet or local young people's advice services.
- Establish and use ground rules in lessons.

Links with other policies

PSHE & Citizenship
 Equal Opportunities
 Child Protection
 Anti-bullying
 (Confidentiality)