



Life Skills and Relationship Education Policy

June 2013

Sex and Relationship Education (SRE) Policy

Rationale

According to the DCSF Sex and Relationship guidance (2000), Sex and Relationship Education is defined as:

Lifelong learning about physical, moral and emotional development. 'The emphasis of Sex and Relationships Education should be upon an 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'.

Students have an entitlement to an appropriate and balanced education about sex and relationships.

Aims and Objectives

- To provide accurate information about, and increase understanding of, sexual development, attitudes and behaviour;
- To offer support and accurate information for students and to dissolve myths;
- To enable students to make well informed, reasonable and responsible decisions with regard to their relationships;
- To increase students' self-esteem and self-confidence to enable them to form responsible and caring relationships;
- To raise awareness of external pressures posed by new technologies including social media;
- To develop a sense of mutual respect, care and consideration for others;
- To develop skills such as communication, risk assessment, managing relationships, decision making, assertiveness and seeking help;
- To create a positive atmosphere where questions and discussions on sexual matters can take place without embarrassment;
- To set sexual activity within the context of caring relationships, including the values of family life;
- To provide information regarding available support services.

Sex and Relationships Education will be taught in a moral and values framework which, focuses on the following aspects:

- Taking account of other people's feelings;
- Mutual support and co-operation;
- Self-respect;
- Accepting responsibility for the consequence of our own actions;
- The right of people to hold their own views;
- Not imposing our own views on other people;
- Not infringing the rights of other people;
- The right not to be abused by other people or be taken advantage of
- The right of people to follow their own sexuality within legal parameters;
- A responsibility to develop relationships, including sexual relationships based on mutual consent rather than coercion;
- Respect and tolerance towards others who may have different backgrounds, cultures, feelings,
- views and sexual orientation;
- Challenging homophobic bullying and sexism;
- The right to accurate information about sex-related issues
- The right to access support services.

The delivery of Sex and Relationships Education

Sex and Relationships Education is delivered primarily through Science and Personal, Social and Health Education lessons. However, aspects of relationships within a moral and ethical framework may be covered in other subjects such as Religious Education and English. Outside agencies will also contribute to the planning and delivery of Sex and Relationships Education. Where outside agencies are the main deliverers of SRE during Discovery Days, internal staffing will be female only.

Clear ground rules are established with students to establish a safe and respectful environment for the discussion of issues relating to Sex and Relationships Education. All staff should be aware of confidentiality guidelines and inform the relevant Head of Student Progress in cases of a student

requiring confidential medical advice or counselling. Members of staff are contractually bound to disclose information about any form of abuse of children and young people to the designated child protection member of staff.

The following will help to establish clear boundaries for confidentiality between students and teachers:

- Reassuring students that their best interests will be maintained;
- Encouraging students to talk to their parents, or carers, and giving them support to do so;
- Ensuring that students know that teachers cannot offer unconditional confidentiality;
- Reassuring students that, if confidentiality has to be broken, they will be informed first and then supported as appropriate;
- If there is any disclosure, or possibility of abuse, following the school's child protection procedures;
- Making sure that students are informed of sources of confidential help, for example, the school nurse, counselling services, GP or local young person's advice service.

Parental right to withdraw students from Sex and Relationships Education

Sex and Relationships Education within school is intended to be complementary to and supportive of the role of parents. Parents do not have the right to withdraw their daughter from the Sex and Relationships Education element of the National Science Curriculum. Parents do have the right to withdraw their child from Sex and Relationships Education provided within Personal, Social and Health Education lessons.

Parents are invited to contact the Headteacher, in writing, if they have any concerns or queries. If parents request that their child is withdrawn, they will be invited into school to discuss the issues. Parents do not have to give their reasons for withdrawing their daughter, but should be made aware of the implications of removing them from lessons, how it will make their daughter feel and how it may affect relationships with other students.

Equal Opportunities and Inclusion

All staff and students are treated equally regardless of their gender, race, special educational needs, disability, ethnicity, sexual orientation or social background. The Sex and Relationships Education policy is in line with the school's Equal Opportunities Policy.

Monitoring and Review

Sex and Relationships Education will be monitored and evaluated by the Senior Deputy Headteacher - Director of Curriculum and Assessment in consultation

with the Pastoral team and the Personal, Social, Health Citizenship and Careers Education Coordinator. The opinions of staff, students and parents will also inform future planning to ensure that the delivery of Sex and Relationships Education continues to meet the needs of our students. Policies will be reviewed in line with any new guidance from the Department for Education and local health and education authorities.

This policy should be read in conjunction with the school's Child Protection and E- Safety policies.

Justification: The policy is of equal benefit to all students, regardless of gender, race, religion, sexual orientation etc.

Dissemination

Parents have been made aware of the policy and it is available on request. The policy has been discussed with the Pastoral group of governors.

Policy signed off by: Amjid Mahroof (Chair of Governors/
Committee)

Date: June 2013

Review date for school policy: Autumn 2019

Person responsible for policy: Senior Deputy Headteacher - Director of Curriculum and Assessment