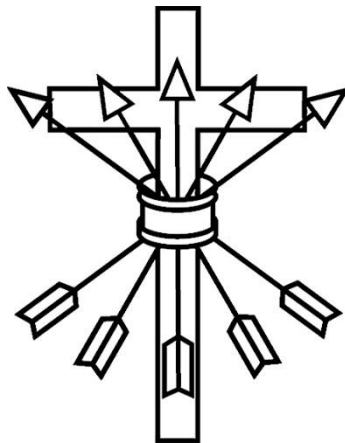


# WADDESDON CHURCH OF ENGLAND SCHOOL



## SEX AND RELATIONSHIP EDUCATION POLICY

<b>STATUS OF POLICY:</b>	Statutory
<b>BASED ON LA PROCEDURE DATED:</b>	Based on DfE Guidance
<b>COMMITTEE RESPONSIBLE:</b>	Curriculum & Student Wellbeing
<b>GOVERNING BODY APPROVAL:</b>	FGB – 22.06.16
<b>REVIEW PERIOD &amp; DATE:</b>	Every 4 years – June 2020

# SEX AND RELATIONSHIP EDUCATION POLICY

## INTRODUCTION

### The needs of young people and the role of our school

Waddesdon CE School aims to produce self-reflective, confident and articulate young people who are at ease with themselves and the world around them. We work to make our community safe and welcoming, happy and supportive. We offer education to meet each student's needs. We share a common commitment to safeguard and promote the welfare of children and young people.

Young people learn about sex and relationships from a very young age. Some of the things they learn are incorrect, confusing and frightening. In a world where sex is used to advertise goods and services and celebrities' lives become everyone's business, we should talk to and educate young people to help them to make sense of it all and to make wise and well-informed decisions.

Significant progress has been made in the improvement of sexual health, and although rates of teenage pregnancy, abortion and sexually transmitted infections in the UK are still among the highest of all European countries, teenage pregnancy in women 15-17 has fallen to its lowest level since records began in 1969. The Government's comprehensive strategy for Sex and Relationship Education for students in both primary and secondary schools is seen, alongside other initiatives, as a key element in this.

Our school's approach to Sex and Relationship Education is in line with the Government's strategy and the guidance given to schools in the Department for Education's 'Sex and Relationship Guidance' (2000). This recommends that 'Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives'. The school has a key role, in partnership with parents/carers, in providing the context for this to happen.

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about sex and relationships, are more likely to be more discerning in their relationships and sexual behaviours and to have fulfilling relationships.

### What is Sex and Relationship Education (SRE)?

The term Sex and Relationships Education (SRE) is used in the policy rather than sex education. This is to stress that our approach goes beyond provision of biological information but is also learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of Citizenship and Personal, Social, Health and Economic Education (CP).

A comprehensive programme of SRE provides accurate information about the body, reproduction, sex and sexual health. It also covers the diversity and range of different relationships. It gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

### AIMS OF SRE

It is the policy of the Governing Body of Waddesdon CE School that SRE forms part of a wider programme of health education, which is taught within the CP programme. Aspects of sexual development and behaviour are taught in the context of a moral framework with an emphasis on strong and mutually supportive relationships and with regard to the values of family life. The need for self-restraint, dignity and respect for others in line with the 2010 Equalities Act and the school's Equality and Diversity Policy is emphasised to both sexes and students are taught the emotional, moral and physical risks of promiscuous behaviour. The benefits of planned parenthood within a stable married relationship are discussed as an integral part of the course, whilst ensuring no child feels stigmatised based on their home circumstances.

All maintained secondary schools are required to provide SRE (including information about HIV/AIDS and other sexually transmitted diseases) to all students. Only the biological aspects of SRE are taught as part of National Curriculum Science. Parents have the right to withdraw their children from any teaching of SRE with the exception of National Curriculum Science. Governors believe that SRE is important for all students and would expect parents to discuss any concerns with the school before seeking to exercise their right to withdraw a child.

Teaching resources are available for parents to view on request to the CP Coordinator who can also provide more information about the specific content of the programme. In addition, opportunities will be provided for parents to see these materials at open evenings on request.

The SRE programme reflects the school ethos of 'Dignity and Respect for all' and nurtures the values of respecting oneself, respecting others, and taking responsibility for one's own actions.

The school believes that SRE should be an integral part of the lifelong learning process and an entitlement for all young people, where every student is encouraged to contribute, sharing and respecting each other's views. Teachers facilitate a learning environment where questions and discussions on sexual matters can take place without stigma or embarrassment and where different approaches to sexual orientation can be discussed, without promotion of any particular family structure. The important and underlying values are love, respect and caring for each other. Guidance for staff teaching SRE is provided in the school's Code of Conduct.

We recognise that parents/carers are the key people in teaching their children about sex, relationships and growing up and we aim to work in partnership. We also recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.

## **CONTENT OF THE SRE PROGRAMME**

SRE is taught as a part of the Citizenship and Personal, Social, Health and Economic Education Programme (CP) and through the compulsory Science modules. SRE within CP aims to provide balanced, factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health.

Our SRE Programme will support students to:

- Explore a range of attitudes toward SRE issues and reach their own informed views and choices for a healthier lifestyle. They will 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.
- Develop respect and care for others through responsible behaviour
- Develop skills relevant to effective management of relationships and sexual situations. Examples include communication with and empathy towards others, risk assessment, assertiveness, conflict management, decision making, seeking help and helping others.
- Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- Avoid being exploited or exploiting others (including online exploitation) or being pressured into unwanted or unprotected sex
- Communicate effectively by developing appropriate terminology for sex and relationship issues.
- Develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice and promote respect for others
- Understand the arguments for delaying sexual activity and the reasons for having protected sex.

- Have sufficient information and skills to protect themselves and, where they have one, their partner from unwanted/uninvited conceptions and sexually transmitted infection.
- 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.
- Explore and celebrate the role relationships play in their lives
- Understand and respect relationships which may seem different to their own

The SRE Programme is not about the promotion of sexual orientation or sexual activity. Teaching SRE will ensure there is consideration of the law and of the moral and ethical issues involved. It will also address sexually transmitted diseases, including HIV and AIDS.

## **Delivery**

As well as a whole school approach to SRE, it is also part of our National Curriculum Science Programme. Other aspects are delivered mainly via CP lessons and events but may also occur in other subject areas, such as Religious Studies or Health and Social Care.

SRE is delivered mainly through:

- Specific CP lessons (Year 7 – Understanding Puberty, Year 8 – Staying Safe, Year 9 – Sex, Emotions and Relationships, Year 10 – Teenage Parents, Year 11 – Party Time)
- Broader CP Lessons exploring relationships, rights, responsibilities, morals and values
- Sixth Form Extension Studies presentations on Consent, STIs, Safe Sex and LGBT issues
- Healthy Lifestyle events
- Key Stage 3 and 4 Science lessons
- Religious Studies lessons about issues such as marriage, parenthood and ethical and philosophical approaches
- Assemblies delivered by staff, visitors and students

SRE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to SRE will be balanced, take account of, and be sensitive to, different viewpoints but will not be based on personal bias.

SRE is delivered through a variety of formal and informal strategies and opportunities. Teaching will be based on an understanding that a variety of interactive and participatory teaching methods will be used to ensure all pupils are fully involved. This helps all young people to develop their self-esteem and emotional well-being, thus helping them to form and maintain worthwhile and satisfying relationships, which are based upon respect for themselves and for others. External experts are invited into school as appropriate.

## **Dealing with sensitive issues**

SRE will include questions of values and beliefs. It is therefore bound to have the potential to be controversial. Young people will be presented with a balanced range of viewpoints on an issue so that they can assess the evidence and explore ideas without distortion.

Teaching about the physical aspects of sexual behaviour will always be set within a clear moral framework in which students are encouraged to consider the importance of self-restraint, dignity and respect for themselves and others, and helped to recognise the physical, emotional and moral risks of casual and promiscuous behaviour. Students will be taught to appreciate the benefits of a stable relationship and the

responsibilities of parenthood. Students' questions will be answered honestly and with sensitivity appropriate to their needs.

### **Staffing**

The SRE programme will normally be delivered by permanent members of the teaching staff, teaching mixed-ability groups, which on occasion, may be re-organised as single-sex classes. Student teachers and supply staff will not be involved in delivering the sex education programme unless accompanied by a permanent member of staff. Where outside speakers are used, they will be accompanied by the teacher(s) with whose classes they are going to work. Occasionally, interactive theatre groups may be used. The decision to use such agencies or groups will take into account students' age and levels of maturity. Copies of the SRE Policy will be made available whenever outside agencies are used and there will be a clear understanding of the content to be covered.

### **Monitoring and Evaluation of SRE**

The appropriateness and effectiveness of the team's provision will be monitored and evaluated by the CP Co-ordinator and the Assistant Headteacher in line with school procedures for the SEF and SDP.

### **Confidentiality and Safeguarding**

The school takes its role in the promotion of student welfare seriously. Staff endeavour to make themselves approachable and to provide caring and sensitive pastoral support for students in a number of ways. Staff may be approached for help on an individual basis and through the tutorial/pastoral system. They offer a listening ear and, where appropriate, information and advice. The school nurse also offers a health and support service to students. Where appropriate, students are referred to the school nurse and/or outside helping agencies. The school will keep up to date about the development of local services and national help lines for young people and will endeavour to work with such agencies to enable students to be supported.

School staff cannot promise absolute confidentiality if approached by a student for help. Staff must make this clear to students. Child Protection and Safeguarding procedures must be followed when any disclosures are made. Guidance for staff is provided in the school's Code of Conduct.

In cases of special needs, students may require alternative and more appropriate provision. In such circumstances help from outside agencies may be sought but always in consultation with parents and the students.

### **Parental rights**

Parents may withdraw their child from any or all parts of the SRE programme other than from those parts which form part of the Science Curriculum. Parents who wish to exercise this right should contact the CP Coordinator or the Headteacher. Students who are withdrawn from the SRE programme shall be provided with alternative work by their CP teachers: such work will be relevant to the programme's overall aims.

### **Staff training**

The school will seek to ensure training is provided for staff who are involved in the SRE programme in order to provide them with the requisite skills and knowledge. Staff involved in the programme will also be kept up to date with DCSF guidance.