

**HASSENBROOK
SCHOOL
Specialist
Technology
College**



**SEX & RELATIONSHIP
EDUCATION POLICY**

SEX AND RELATION EDUCATION POLICY

Sex and Relationship Education (SRE) is a major component of the School's comprehensive programme of Personal, Social, Emotional and Health Education.

In all areas of human experience a good base of knowledge and understanding is deemed necessary for informed opinions and decisions to be made - human sexuality is no exception. It is vital that pupils receive effective SRE before they become sexually active or put themselves at risk in other ways. It is also vital to correct prejudice and misinformation that may affect relationships with others both now and in the future.

The importance of sexual relationships in all our lives is such that SRE has a crucial role to play in preparing children for their lives now and in the future as adults and parents. In SRE learning information about the physical aspects of sex must be complemented by learning about family life and the exercise of personal responsibility towards other individuals and the broader community.

In drawing up the School's policy due regard has been given to:

- consultation with parents, governors, teachers, school nurse and others in the local community;
- the issues of content, organisation, methodology, resources, outside speakers, the explicitness and presentation of their material (including the presence or intervention of teachers as appropriate);
- encouraging pupils to have regard to moral considerations and to appreciate the value of a stable family life, self-restraint, dignity, respect and to behave responsibly in sexual matters.

DEFINITION OF SEX AND RELATIONSHIP EDUCATION

SRE is a term which refers to the physical, emotional, intellectual, moral and social aspects of a pupil's development, taking into account personal relationships, culture, beliefs and value systems, responsible attitudes and appropriate behaviour. The process of SRE is a combination of the sharing of information and exploration of issues and attitudes.

AIMS

The overall aim of the programme is to support the personal and social development of all students, ensuring that they have the ability to accept their own and others' sexuality in positive ways and to enjoy relationships based on mutual respect and responsibility, free from any abuse. All students have the right to experience a programme of sex education and personal development at a level that is commensurate with their age and physical development that will prepare them for adult life.

The aim of this policy is to communicate to staff, parents, visitors and pupils the manner in which sex and relationship education will be delivered in the school.

OBJECTIVES

- * To discover what pupils know, understand, think and feel about their sexuality and to identify their needs
- * To create a spiral curriculum for progressive and differentiated learning sensitive to individuals and groups
- * To promote the ethos of caring and loving relationships which value and respect self and others
- * To promote an understanding of the responsibilities and consequences of one's actions in relation to sexual activity and parenthood
- * To enable students to accept variations in rates of growth and development physical, emotional and social
- * To understand the arguments for delaying sexual activity and the reason for having protected sex
- * To develop skills in handling personal relationships such as communication, assertiveness and responsibilities to minimise risk taking behaviour
- * To develop positive values and a moral framework that will guide their decisions, judgements and behaviour
- * To avoid being exploited or exploiting others
- * To enable students to be informed in order to challenge sexism and prejudice in society in relation to gender, race, disability or sexual orientation and to promote equal opportunities
- * To be aware of the sources of help and to acquire the skills and confidence to use them.
- * To ensure pupils understand how the law applies to sexual relationships

CONTENT

SRE provides knowledge and encourages the acquisition of skills and attitudes which allow students to manage their lives in a responsible and healthy way.

a) Knowledge and Understanding

Key Stage 3:

puberty, personal safety friendship and love, family life and relationships, gender and culture issues, conception and birth, contraception, sexually transmitted diseases, HIV/AIDS, safe sexual practices, helping agencies, sex and the law.

Key stage 4:

birth processes, safe and safer sex, abortion, fostering and adoption, genetic inheritance, early parenting, responsibilities and roles of parents, dangers of substance misuse relating to sexually transmitted diseases including HIV/AIDS, sexual lifestyles, prejudice and stereotyping, relationship responsibility, separation and divorce, different faiths and cultures.

b) Values and Attitudes

As well as knowledge and understanding students will be encouraged to consider the importance of the following values which are derived from the school ethos:

- * respect, love, care and valuing of themselves and others
- * understanding and sensitivity towards the needs and views of others
- * exploring, considering and understanding moral dilemmas
- * responsibility to the school, their family and the wider community
- * consequences of actions and implications of different choices.

c) Skills and Abilities

Students will be helped to develop the following skills:

- * communication including how to manage changing relationships and emotions
- * recognising and assessing potential risks
- * assertiveness
- * seeking help and support when required
- * informed decision-making
- * self-respect and empathy for others
- * recognising and using opportunities to develop a healthy lifestyle
- * managing conflict

ORGANISATION

a) Delivery

- * planned aspects within the Citizenship curricula and Tutor programme plus half or whole day special events
- * planned aspects within Religious Education and Drama curricula
- * The biological elements of sex education, including naming body parts, puberty and human development are part of the National Curriculum Science programme, and are compulsory
- * addressing moral and ethical issues that may arise from apparently unrelated topics in all National Curriculum subjects. Within this category, as long as any discussion takes place within the context of the subject it will not be deemed part of SRE programme and therefore not subject to the parental right of withdrawal.

c) Methodology

Teaching methodology will be through a variety of approaches to give students relevant information through teaching and individual research, to enable moral issues to be explored through discussion and to acquire appropriate skills through role-play and interactive techniques. Visiting specialist speakers will form part of the programme. Staff will decide the most effective teaching style to use in the classroom.

d) Grouping

Student groupings will depend on the theme, but generally students are taught in mixed ability and gender groups. When there is a specific need, arrangements will be made to teach students in other appropriate groupings such as single gender groups. This may be at the request of the students themselves as we know that learning about personal matters is increased if students work in a supportive group where they feel safe; and if interactive methods are used which encourage practise of relevant skills.

e) Resources

- * **Materials** - A range of proven teaching resources is available to teachers and for inspection by parents.
- * **Staff** - It is important that staff feel comfortable with the subject matter. And core teams will deliver the more sensitive aspects. Support will be offered through in-service training and staff are asked to teach within the school's value framework..
- * **Visiting speakers and external agencies**

We believe that most of the programme is best discussed openly with teachers who are known and trusted by the pupils. However visitors such as nurses, sexual health workers, consultants and Theatre in Education (TIE) groups can greatly enhance the quality of the provision as long as they are used in addition to, not instead of a planned programme. Care is taken to make the visitor aware of the ethos of the School and the manner of delivery of the Sex and Relation Education Programme. Students also have weekly access to an advisory Service, C2U staffed by nurses and youth workers, that provides confidential information and advice on a range of topics

*** Technology**

Students are able to access via our carefully screened website a change of other information, advice and guidance sites that enable them to research or follow up on specific issues or topics. Currently Hassenbrook, in conjunction with the Primary Care Trust, has access to a wide range of topics via the *Youth Media* project, a Government sponsored project for young people.

f) Time available

SRE forms part of the Whole School Citizenship curriculum and aspects are also delivered by tutors in every year group. This is detailed in the **PSHEE policy**.

SPECIFIC ISSUES

The following may occur as part of education and staff, parents, visitors and students need to understand the school's procedures.

a) Confidentiality and advice -

Students will be made aware that some information cannot be held confidential and made to understand that if certain disclosures are made certain actions will ensue. At the same time students will be reassured that their best interests will be maintained and offered sensitive and appropriate support. The following procedures must be adhered to by all staff or associate adults:

i) Disclosure or suspicion of possible abuse -

the school's child protection procedure will be invoked. (see **Child Protection Policy**) and the teacher must speak to the designated member of staff, Ms Bray, as soon as possible.

ii) Disclosure of pregnancy or advice on contraception -

Students who are in difficulty must be directed to the Deputy Headteacher – Pastoral or Senior Pastoral Support Manager and assured that they will be supported. These nominated members of staff have access to the appropriate outside agencies. Contraceptive advice may not be given to individual students by staff, however direction may be given to the appropriate outside agency for counselling and support.

The school will always encourage the students to talk to their parent/carer first, however,

- students will be asked whether they can tell their parent/carer and whether they want

help in doing so.

- If this takes place, subsequent responsibility then lies with the parent/carer with a supporting brief from the nominated person in school.
- Professional information and guidance will always be sought from a health professional
- If a student refuses to tell their parent/carer, the nominated school person should refer them to a health professional;
- The nominated person should also report the incident to the Headteacher who will liaise with the health professional and the nominated school person about informing the parent/carer.

c) Family Life

The value of family life is an important aspect, which will be approached largely through a consideration of the qualities and relationships between groups of people, with an emphasis on stability, respect, caring and support.

d) Facts

As part of the SRE programme issues of contraception, HIV/AIDS, sexuality and abortion are addressed. Facts will be presented in an objective and balanced way, with students being encouraged to consider their attitudes and values within the framework set out. They will be made aware of the difference between fact, opinion and religious belief.

PARENTAL PARTNERSHIP

The views and participation of parents is vital for the most effective SRE programme. Information on the content of the programme and examples of resources are available for parents to view and letters or special evenings are arranged to inform parents about some sensitive issues before they are presented to students. Staff will also explain how parents can assist in enhancing that part by discussions and support at home. Under the Education Act parents have the right to withdraw their children from all or part of the SRE programme except for parts included in the statutory National Curriculum. Parents wishing to exercise that right are asked to put this in writing to the Headteacher. The school will meet with parents to resolve any misunderstandings. Once a child has been withdrawn they cannot later take without parental approval.

COMPLAINTS PROCEDURE

Any complaints about the SRE curriculum should be made to the Headteacher who will report to the governors via the link governor.

MONITORING AND REVIEW

- a) The Deputy Headteacher – Pastoral/Inclusion, will monitor SRE in liaison with the Leaders of Citizenship, Science, R.E and Drama and the Heads of Student Performance
- b) The full policy is available to parents on application to the school and information is published in the school prospectus.
- c) A nominated governor will have a link role between the school and the governing body.

OTHER POLICIES AND DOCUMENTS WITH RELEVANCE TO SRE ARE:

Equal Opportunities
Anti-bullying
Personal, Social Emotional and Health Education
Child Protection
Drug Education
National Curriculum