



SMITHDON HIGH SCHOOL

**POLICY DOCUMENT
ON SEX & RELATIONSHIPS**

**Sandra Dixon
April 2008**

Amended June 2008
Reviewed April 2009
Reviewed April 2012
Re-adopted February 2015

1. Policy Statement

SRE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (Sex Education Forum 1999).

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

The 1996 Education Act consolidates all relevant previous legislation and states that all secondary schools are required to provide an SRE programme that includes (as a minimum) information about sexually transmitted infections and HIV/AIDS. The sex education elements contained in the National Curriculum Science Orders are also mandatory. All schools must provide an up to date policy that describes the content and organisation of SRE provided outside the National Curriculum Science Order. The DfES Sex and Relationship Education Guidance (2000) supports this legislation and suggests that schools should set sex education within a broader base of self-esteem and responsibility for the consequences of one's actions.

2. Aims and Objectives

This policy is a working document which provides guidance and information on all aspects of SRE in the school for staff, parents/carers and governors. To be accessible to all of these groups the document needs to be available on request and presented in a way that is easy to understand.

3. Moral and Values Framework

The SRE programme at Smithdon High School reflects the school ethos and demonstrates and encourages the following values:

- Respect for self;
- Respect for others;
- Responsibility for their own actions;
- Responsibility for their family, friends, schools and wider community.

4. Equal Opportunities Statement

The school is committed to the provision of SRE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision is allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support from SEN staff.

5. Organisation

SRE is not delivered in isolation but firmly embedded in all curriculum areas, including Personal Development and citizenship.

SRE is normally delivered by form tutors in mixed ability gender groups, other than when it is deemed more appropriate for topics to be covered in single sex groups.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of SRE in school. Smithdon High School has a code of practice for using visitors to support the delivery of PD & Citizenship:

- Visitors are invited in to school because of the particular expertise or contribution they are able to make;
- All visitors are familiar with and understand the school's SRE policy and work within it;
- All input to PD & Citizenship lessons are part of a planned programme and negotiated and agreed with staff in advance;
- All visitors are supervised/supported by a member of staff at all times;
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

Smithdon High School believes in the importance of training for staff delivering SRE. Staff are encouraged to access appropriate training and support to help them deliver effective SRE.

6. Specific Issues within SRE

Withdrawal

Parents/Carers have the right to withdraw their children from all or part of the sex and relationships education provided at school except for those parts included in statutory National Curriculum. Those parents/carers wishing to exercise this right are invited in to see the Headteacher who will explore any concerns and discuss the impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed.

Materials are available to parents/carers who wish to supplement the school SRE programme or who wish to deliver SRE to their children at home.

7. Child Protection, Disclosures and Confidentiality

Effective SRE may bring about disclosures of child protection issues. The school has a separate Child Protection Policy for the guidance of staff. Please refer to the staff handbook.

8. Controversial and Sensitive Issues

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

9. Dealing with Questions

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned.

10. Sexual Identity and Sexual Orientation

Smithdon High School believes that SRE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context.

This policy will be reviewed annually.

Appendix 1 – Content

In key stage 3 pupils learn how good relationships can promote mental well-being, how to manage their feelings positively and how to manage changing relationships. They learn the law relating to sexual behaviour, how to develop skills of assertiveness in order to resist peer pressure and stereotyping, sources of advice & support and when and where to get help, such as from the school's clinic.

In key stage 4 pupils learn to recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek professional health advice. They learn how HIV and other sexually transmitted infections affect the body, how different forms of contraception work, the risk of early sexual activity and the link with the use of alcohol. Arguments around moral issues such as abortion, contraception and the age of consent are also considered.