



# SEX & RELATIONSHIP EDUCATION (SRE) POLICY

<b>Version Control</b>			
<b>Date</b>		<b>October 2016</b>	
<b>Review Date</b>		<b>October 2017</b>	
<b>Authorised by the Governing Body</b>			
<b>Version</b>	<b>Author</b>	<b>Date</b>	<b>Changes</b>
0.1	SLT	5-10-2016	Pre-Edited Document
1.0	SPN	10-10-2016	Updated for 2016-2017

---

### **Achieving Excellence Together**

**Aldridge School - An Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff, students and volunteers to share in this commitment.**

---

Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives.

### **Aims:**

- As part of sex and relationship education, pupils should be taught about the nature and importance of marriage for family life and bringing up children.
- Pupils need to be given accurate information and helped to develop skills to enable them to understand difference and respect themselves and others and for the purpose also of preventing and removing prejudice. Pupils should learn to understand human sexuality, learn the reasons for delaying sexual activity and the benefits to be gained from such delay, and learn about obtaining appropriate advice on sexual health.
- Sex and relationship education should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life.
- To provide an understanding that positive, caring environments are vital for the development of a good self image and that individuals are in charge of and responsible for their own bodies.
- To make a significant contribution to the fulfilment of the Every Child Matters Agenda for **ALL** pupils.

### **Objectives:**

Pupils will develop:

#### 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; and
- 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; and
- 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 the range of local and national sexual health advice, 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.

### **Moral Framework**

The Secretary of State believes that programmes of sex education will be set with a clear framework of values, in line with this belief the school will work towards:

- making pupils aware of the value of stable family life and relationships.
- the responsibilities of parenthood.
- helping pupils to consider the importance of self restraint, dignity, respect for themselves and others, acceptance of responsibility, sensitive towards the needs of others, loyalty and fidelity.
- encouraging pupils to recognise that both sexes must behave responsibly in sexual matters.
- enabling pupils to recognise the physical, emotional and moral implications, and risks, of certain types of behaviour.

## **Confidentiality**

To be read in conjunction with the school policy on Child Protection and DfEE circular "Working together to Safeguard Children" (1999)

Effective sex and relationship education should enable and encourage young people to talk to a trusted adult if they are having sex or contemplating doing so. It is desirable, although not always possible, that the person should be their parent or carer. The law allows health professionals to see and in some circumstances to treat young people confidentially, and part of this process includes counselling and discussion about talking to parents. In order to be able to take responsibility for their actions, young people need to be more generally aware of the law in relation to sexual activity and local confidential services.

Nonetheless, there may be cases where a teacher learns from an under 16-year-old that they are having, or contemplating having, sexual intercourse. In these circumstances, schools ought to be in a position to take steps to ensure that:

- wherever possible, the young person is persuaded to talk to their parents or carer;
- any child protection issues are addressed, and
- that the child has been adequately counselled and informed about contraception, including precise information about where young people can access contraception and advice services.

Health professionals are bound by their professional codes of conduct to maintain confidentiality. When working in a classroom situation, they are also bound by relevant school policies.

Outside the teaching situation, health professionals such as school nurses can:

- give one to one advice or information to a pupil on a health related matter including contraception; and
- exercise their own professional judgement as to whether a young person has the maturity to consent to medical treatment including contraceptive treatment.

## **Consultation**

The Governing Body and the Parent Governors will annually review this policy to ensure that it fits with the culture and ethos of the Aldridge Village community.

Pupil voice will also be used to gather student views on the provision of SRE at Aldridge School – An Academy.

## **Programme Content**

At Aldridge School – An Academy we believe that sex and relationship education should prepare young people for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- be aware of their sexuality and understand human sexuality;
- understand the arguments for delaying sexual activity;
- understand the reasons for having protected sex (including developing a knowledge and understanding of Sexually Transmitted Infections, including HIV);
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships;
- have the confidence and self esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationships they want;
- communicate effectively;
- have sufficient information and skills to protect themselves and, where they have one, their partner from unintended/unwanted conceptions, and Sexually Transmitted Infections including HIV;
- avoid being exploited or exploiting others;
- avoid being pressured into unwanted or unprotected sex;
- access confidential sexual health advice, support and if necessary treatment; and
- know how the law applies to sexual relationships.

Any students who are absent will be given the opportunity to catch up and not miss any of the vital teaching they would otherwise have missed.

At Aldridge School – An Academy SRE is embedded into our PSHCE curriculum at KS3 and KS4. It is delivered via Form Tutors during form time.

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

- Visitors are invited into 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 PSHCE 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.

In addition to the PSHCE curriculum, aspects of SRE are also delivered via the Science Curriculum:

Key Stage 3;

- that fertilisation in humans... is the fusion of male and a female cell.
- about the physical and emotional changes that take place during adolescence; about the human reproductive system, including the menstrual cycle.
- and fertilisation; how the foetus develops in the uterus; how the growth and reproduction of bacteria and the replication of viruses can affect health.

Key Stage 4;

- The way in which hormonal control occurs, including the effects of sex hormones.
- Some medical uses of hormones, including the control and promotion of fertility.
- the defence mechanisms of the body.
- how gender is determined in humans.

### **Equal Opportunities**

Every pupil will be offered equal access and opportunity to the School's Sex Education Program, regardless of race, colour, creed, ethnic origin, age ability, sex or disability.

The programme will be sensitive to the life styles, beliefs, culture, attitudes and values of all pupils within the school.

### **Organisation**

The School's current PSHCE coordinator will be responsible for the planning and delivery of the programme. Staff who are involved in teaching the programme will be given appropriate training and support, this includes training for the Co-ordinator from Walsall NHS and in-house training from our Science Staff for Form Tutors.

Teaching materials and approaches will be developed which are appropriate to the needs and ages of pupils and will conform to the overall requirements of Sex and Relationship Education Guidance - July 2000 (Ref DfEE 0116/2000) relating to moral considerations and the value of family life.

Outside speakers e.g. school nurse, health promotion officers, family planning nurse etc. will be used as appropriate e.g. on

specific topics such as HIV and AIDS, methods of contraception, menstruation etc. All inputs will take place after careful negotiation and speakers will be made aware of the school's policy for sex education.

The PSHCE coordinator will review the content of the programme and resources on an annual basis. Pupil feed back and evaluation will be used to assist in the review of the effectiveness of the programme.

### **Working with Parents**

Section 507 of the Education Act Sex and Relationship Education Guidance July 2000 gives parents the right to withdraw their children from any or all parts of a School's Programme of Sex Education, other than these elements which are required by the National Curriculum Science Order. The small number of parents who may wish to withdraw their children from all or part of the Sex Education Programme should make their views known to the Headteacher. The Headteacher will invite parents voluntarily to indicate their reasons for such withdrawal, so that any misunderstandings about the nature of sex education provided by the School may be resolved. Parents do not have to give reasons for their decisions. The practical arrangements for the supervision and teaching of any such pupils will be organised by the PSHCE co-ordinator or Head of House.

### **PSHCE Quality Mark**

Aldridge School - An Academy is committed to delivering outstanding SRE education and will actively pursue accreditation of the PSHCE Quality Mark when this is bought online by the government.

