



Sex and Relationship Education Policy

1. The aim of the policy

- Ensure that our students develop an understanding about sex and relationships that will help them mature into responsible, self confident and happy young adults and citizens
- Promote the spiritual, cultural, mental and physical development of students at the school and society; and
- Prepare students for the opportunities, responsibilities and experiences of adult-life.

2. A rationale for SRE:

A caring and developmental SRE programme needs to be more than just biology and the fundamentals of reproduction. Young people want reassurance about their body image, behaviour, feelings and relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs.

They need to be given the opportunity to articulate their thoughts, doubts and anxieties within a safe and trusted environment in order that they can build the skills needed to make responsible decisions, communicate effectively and develop healthy and appropriate relationships.

Central to the SRE programme is the growth of self-esteem and taking responsibility for oneself and one's own actions. The development of pupils' self-esteem is essential to an effective health education programme. If young people feel positive and good about themselves, they are more likely to take care of themselves, think positively of other people, and therefore, develop non-exploitative, caring relationships. They are also less likely to be exploited by others.

HMI 433 - Sex and Relationships

This policy should also be read alongside the following school policies

- Anti Bullying policy
- Child Protection policy
- AtL Policy

3. Responsibilities

The Headteacher will have overall responsibility for the implementation of the policy, liaison with the Governing Body and parents, work with external agencies and the training and support of staff. The Headteacher will also be responsible for appointing a member of staff to be responsible as the SRE coordinator.

The SRE coordinator will be responsible for the day to day implementation of the policy and oversight of the curriculum and delivery of SRE. They will be required to attend the Achievement Committee of the Governing body when requested. They will be required to coordinate the details of the SRE programme and ensure staff have the necessary resources and skills.

For 2008-09 the SRE coordinator will be Justin Russell.

4. Content of SRE at The Elmgreen School

The contents of the SRE element will be developed in conjunction with the QCA guidelines and schemes of work and the needs of the cohort as assessed by The Lambeth PCT. The school will also make use of the Young London Matters website and resources. As part of this process the students will also be consulted about their views of SRE needs. This policy will have an appendix of the broad areas to be covered in each Key stage and Year group. However the aims of the policy are that

By the end of Key Stage 3 students will:

- Develop positive values and a moral and ethical framework that will guide their decisions, judgments and behaviour
- Develop the skills to avoid being pressured into unwanted situations
- Understand the consequences of their actions and behave responsibly within all relationships
- Have the confidence and self-esteem to value and respect themselves
- Have the skills to judge what kind of relationships they would like
- Be able to communicate their thoughts and feelings effectively
- Avoid being exploited or exploiting others
- Access confidential sexual health advice and support
- Know how the law applies to sexual relationships

The school will also run gender specific workshops, where appropriate to provide opportunities to discuss gender sensitive issues such as the management of body changes.

Curriculum Content and Delivery

PSHE/Citizenship

The SRE curriculum is delivered in the PSHE element of the Citizenship programme of study. All students have one discreet lesson of Citizenship per week. In Year 7 this forms part of the combined Humanities curriculum offer.

Please see Appendix 1 for an overview of the SRE programme of study.

All Citizenship lessons are taught by well qualified Humanities teachers who are trained to deal with the content of this curriculum and how to deliver it in a sensitive and effective way.

Students' work is assessed and monitored in line with the School Assessment Policy, and students are given an opportunity to peer-assess and reflect on their work.

Key Stage 3 Science

Pupils are taught SRE as part of the statutory National Curriculum for Science outlined below:

- That fertilisation in humans... is the fusion of a male and female cell
- About the physical and emotional changes that take place during adolescence
- About the human reproductive system, including the menstrual cycle and fertilization
- 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 Science

Pupils will be taught SRE as part of the statutory National Curriculum for Science as outlined below:

- 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 sex is determined in humans

The SRE coordinator and Head of Science will liaise over the content delivered in science lessons and wider issues that may be raised in the lessons by students but that would have not been appropriate to address in the science lesson. The SRE coordinator can then ensure these issues are covered in the SRE curriculum or that appropriate individual guidance, support or professional referral is organised. The objective will always be to ensure the most appropriate and relevant curriculum for the students.

5. Parents/Carers' involvement:

Parents/Carers are key people in:

- Teaching their children about sex and relationships
- Maintaining the culture and ethos of the family
- Helping children cope with the emotional and physical aspects of growing up
- Preparing them for the challenges and responsibilities that sexual maturity brings

Parents/Carers' rights of withdrawal

Significant aspects of sex and relationship education remain part of the National Curriculum for Science (Please see above).

These must be taught to all students and parents/carers cannot withdraw students from such lessons.

Parents/Carers can withdraw their children from sex and relationship education outside the National Curriculum science requirements; however the school would actively discourage any parent/carer from doing so.

For more information refer to: '**SRE & Parents**' (ref code: DfES 0706/2001) or visit the DCSF website.

<http://publications.teachernet.gov.uk/eOrderingDownload/SRE%20DfES%200706%202001.pdf>

This policy will be made available on request for parents/carers.

6. Providing a secure learning environment for Citizenship/PSHE (including SRE)

The school and classroom will provide a learning environment, which is caring, supportive, safe and respectful.

Students' views and needs will be valued and they will be in a supportive environment where they will not be judged.

Staff will work to create an environment in which all students are encouraged to develop self-awareness, self-esteem, confidence and a sense of independence and responsibility.

All incidences of bullying or harassment will be dealt with in line with the schools anti bullying policy and all lessons will be led by the working agreement and restorative justice approach.

7. Dealing with Difficult Questions:

Students asking questions deemed personal should be reminded of working agreement/ground rules

If a question is too explicit and is inappropriate for the whole class or raises concerns, the teacher should acknowledge it and attend to it later on an individual basis and if needed refer to appropriate agency

If the answer is unknown the member of staff should acknowledge this and where appropriate try and ensure that the issue is addressed at a later time

If a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school's Child Protection procedures

DfEE Sex and Relationship Guidance (2000)

8. Confidentiality and reference to child protection procedures

Wherever appropriate, teachers should encourage all pupils to discuss their concerns with an appropriate adult. The negotiation of 'Ground Rules' in SRE sessions is important for this reason. Teachers should make it clear to students the level of confidentiality that they can offer.

Due to the guidelines in the Child Protection Policy, teachers cannot offer or guarantee absolute confidentiality: all staff should be familiar with this policy and be informed of any changes to it.

With regard to staff training, The Headteacher will ensure that staff (teachers and support staff) receive the appropriate training in SRE and the handling issues that they might come across.

9. Governor involvement

The school Governing Body has a responsibility for the decision whether the school should provide SRE in addition to that in the National Curriculum for Science. There will be a named Governor to liaise with the SRE coordinator on the delivery of the SRE programme, the current link is Edwina Nummey.

10. The use of External Agencies in delivering SRE

The Assistant Headteacher responsible for SRE will liaise with the Lambeth PCT and the relevant Local Authority support agencies and keep the Headteacher informed of discussions about activities and resources. Other outside agencies such as the Lambeth Youth Council Peer Educators may be used to provide support for the delivery of SRE lessons and our school Health Drop-in.

All visitors working within school will be directed by this policy.

11. Provision of Education for Pregnant Teenagers and School Aged Parents

We work in accordance with the Lambeth Teenage Pregnancy & Parenthood Partnership Guidelines for Education of School Aged Mothers. (To be updated and resubmitted to all schools –still awaited 6/09)

12. Monitoring and Evaluation of SRE

The Achievement Committee of the Governing Body will receive an annual report on the implementation of the policy to assess its effectiveness and whether changes are necessary. This will be the responsibility of the SRE coordinator.

Any change will be notified to staff, parents/carers

<p>This Policy has been developed by members of Staff, Lambeth Healthy Schools Programme and Lambeth PCT, Governors and students</p>

Appendix 1

The following a broad outline of the areas to be covered in each year group and Key Stage. The schedule has been taken from the Young London Matters website. The precise delivery may change slightly each year following work with the Lambeth PCT and their annual needs assessment.

Key Stage Three		Key Stage Four		
<u>Year Seven</u>	<u>Year Eight</u>	<u>Year Nine</u>	<u>Year Ten</u>	<u>Year Eleven</u>
Taking Stock	SRE Questionnaires	Taking Stock	SRE Questionnaire 1: What topics?	Assessing Needs
Changes in puberty	Talking About Sex and Relationships	Recognising and managing risk	HIV transmission	Safer Sex
Puberty and reproduction	Conception & Pregnancy	Reasons to have sex or to delay	Living with HIV	Abortion – whose choice?
Managing feelings	Contraception	Contraceptive Methods	Body Image and relationships	Accessing Local and National Services
Getting Help and Support	Consequences of sexual activity	Condoms and STIs	Negotiation skills	Parenting
Friendships	Social Pressures on Young People	STIs	Sexual Health Services	Sexual

<http://younglondonmatters.org/>