

Seaford Head School

Achieving Excellence Together



Sex & Relationships Education Policy

Governors Committee Responsible for the Policy:	Standards Committee
Date Approved:	June 2017
Recommended Review Period:	Two years
Date for Review:	June 2019
Leadership Team Role Responsible for the Operation of the Policy:	Assistant Headteacher i/c Steyne Site & Arundel Site

Context

“The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move, with confidence, from childhood through adolescence into adulthood.” DfE Sex and Relationship Guidance 2000

At Seaford Head School, we recognise the importance of high quality Sex and Relationships Education which supports young people to lead safe and healthy lives into adulthood. SRE is an entitlement for all young people. We believe that its delivery should be inclusive, taking into account young people’s age, gender, learning needs, culture, family circumstances and sexuality. SRE at Seaford Head School will seek to enable young people to gain information and explore attitudes and values. There must also be time for reflection. At Seaford Head School, we firmly believe that SRE is most effective when provided in a wider context of social and emotional development.

At the end of each academic year the Lead PSHE Co-ordinator will conduct a review of the curriculum in consultation with students and the Ethics team to ensure that the SRE curriculum is relevant and accessible to all students.

Purpose

The Sex and Relationships Education programme will seek to develop students’ personal and social skills and their attitudes and virtues, alongside the knowledge and understanding elements. This will include:

- learning the importance of values and individual conscience and moral considerations
- the importance of sexual health to personal well-being
- the value of family life and stable and loving relationships
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas and
- developing critical thinking as part of decision making

Students will learn to make choices based on an understanding of difference and with an absence of prejudice, developing self-respect and empathy for others and developing an appreciation of the consequences of choices made.

Students will learn about:

- understanding physical development at appropriate stages
- understanding human sexuality, reproduction, sexual health, emotions and relationships
- contraception and the range of local and national sexual health advice, contraception and support services
- the reasons for delaying sexual activity and the benefits to be gained from such delay
- the action and consequences of bullying, teasing and aggressive bullying, including cyber bullying
- the avoidance of unplanned pregnancy
- the legal and moral issues relating to consent
- the legal and moral issues relating to Female Genital Mutilation
- the legal and moral issues of forced marriage
- the legal and moral issues of sharing explicit images
- how to assess risk and resist peer pressure
- where to find support and guidance on matters relating to SRE, both within the school and via outside agencies

Delivery

Specific curriculum time is allocated for the delivery of Sex and Relationships Education within the Ethics Curriculum during Years 7, 8 and 9 and delivered through tutor time during Years 10 and 11, with additional sessions led by external agencies.

SRE follows a spiral curriculum, as recommended by the PSHE association and Sex Education Forum. This means key areas, such as healthy relationships, peer pressure and consent, will be revisited throughout the students' five years in an age-appropriate manner.

Students will be assessed through the Years 7 to 9 curriculum and progress reported to home.

There may also be opportunities within the school calendar for appropriate outside agencies to deliver learning in this area. Where any lessons occur outside of the published programme of study, parents will be informed.

Discussion and questioning will be encouraged in these lessons but students will be made aware of firm ground rules regarding personal questions. Staff shall attempt to deal with questions in a sensitive, open, frank and matter-of-fact way, appropriate to the age of the students. Students will be made aware that no teacher can offer confidentiality. *[As part of the curriculum, students will learn about external agencies that may provide appropriate advice on sexual health and related matters.]*

In the unlikely event that issues occur which raise Safeguarding concerns, the teacher shall inform the Designated Safeguarding Lead and the school's Safeguarding policy shall be followed.

When outside agencies provide classroom sessions they must be aware of relevant policies of the school.

STATUTORY RIGHT TO WITHDRAWAL

Opportunities exist throughout the statutory curriculum to provide SRE. The school would prefer parents/carers to play a part in this sometimes sensitive area, by being informed and involved in the development of the school's programme, so they can continue discussions at home. However, in the event of any parent or carer wishing to withdraw their child, they are asked to inform the Head Teacher, in writing. In the event of this happening, the parent/carer will be invited to discuss any concerns with the school. Following this discussion, any parent or carer still wishing to exercise their rights to withdraw their child, should be aware that any student withdrawn from SRE will be given a supervised place to work on independent studies but no alternative work will be set.

Other policies relating to sex education are:

- Equal Opportunities
- Safeguarding
- Behaviour
- DATE

Monitoring and Review

- a) Sex Education will be monitored by the Assistant Head Teacher, PSHE Co-ordinator, Directors of Learning and the person with responsibility for Key Stages 3 and 4 in Science.
- b) A nominated governor will have a link role between the school and the governing body.
- c) The policy will be reviewed every two years as a whole: individual elements within it will be evaluated as an on-going process.