



C5  
Jan 2017

## HIGHFIELD MIDDLE SCHOOL

### SEX AND RELATIONSHIPS EDUCATION POLICY

#### **Defining Sex and Relationships Education**

Sex and Relationship Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity.

Sex and relationships education is the right and responsibility of the parent. The school provides sex and relationships education to support parents in fulfilling their responsibility. If parents are concerned with what the school provides in its basic curriculum with regard to sex and relationships education they have a right to withdraw their child/children from those aspects of sex and relationships education not covered by the National Curriculum Science Order.

#### **The Aims of Sex and Relationship Education**

Based on the above definitions, the aims for sex and relationship education are:

1. To prepare students for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood;
2. To enable students to better understand the nature of human relationships;
3. To enable students to see the importance of stable, loving relationships for the bringing up of children.

At Highfield Middle School, SRE has three main elements, all of which are important for a balanced SRE programme:

#### **Attitudes and values**

Learning the importance of values, individual conscience and moral considerations and possible legal sanctions.

Learning the value of family life, 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.

#### **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;

Learning how to recognise and avoid exploitation and abuse by adults and peers.

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;

The avoidance of unplanned pregnancy.

## **Moral dimension**

The school recognises that it is a moral body in its own right. As part of the whole curriculum the school seeks to explore issues of right and wrong. The school recognises that SRE can be fraught with certain difficulties and whilst it acknowledges different life style choices it promotes a view that stable loving relationships are the best context for sexual relationships and the bringing-up of children.

## **Content of the school's SRE programme**

The content of the school's programme is based on the National Curriculum detailed below:-

Developing a healthy, safer lifestyle.

Developing good relationships and respecting the differences between people.

## **The delivery of SRE**

All teachers are responsible for teaching about and modelling good relationships within school. Much of the general work in school is based on good relationships and in this regard SRE is supported by the school's behaviour management policy. It is the responsibility of the Science department's staff to deliver the National Curriculum aspects of SRE the Scheme or Work. Where specific sex education occurs, which is outside or beyond the National Curriculum Science remit, the school has adults specialising in the delivery of SRE within the secondary PSHE context. This programme can be identified clearly within the school's programme for each year.

## **Methods of teaching and resourcing**

In the delivery of SRE teachers will use a variety of teaching methods and resources. The following are recognised methods for the effective delivery of SRE:

Discussion

Drama and role play

Research and presentation

Teachers will also use other teaching methods to enable students to learn about SRE which are age appropriate, taking into account the developmental needs of individual student.

Parents are welcome to discuss with the designated teacher their approach to SRE and the methods of teaching and learning to be used.

## **Monitoring and evaluating SRE**

SRE will be monitored by the school's PSHE Co-ordinator. It is the co-ordinator's responsibility to:

- a) ensure that SRE occurs in the school's curriculum according to the schemes of work for PSHE;
- b) monitor the use of teaching and learning styles;
- c) monitor the use of teaching materials;
- d) evaluate the effectiveness of the school's programme.

The co-ordinator will be given time to monitor and evaluate the school's SRE programme as it occurs in the school's schemes of work for each Key Stage.

## **Dealing with sensitive issues**

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about SRE. The protocols for discussion based lessons with students are that:

No one (teacher or student) will have to answer a personal question;

No one will be forced to take part in a discussion;

The correct names for body parts will be used, but some discretion may be allowed in order to clarify where necessary.

meanings of words will be explained in a sensible and factual way;

teachers may use their discretion in responding to questions and may say that the appropriate person to answer the question is the parent.

Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow the school's Child Protection/Safeguarding Policy in this matter.

## Visitors contributing to SRE

From time to time as part of a planned module of work the school will invite in local experts on issues relating to SRE as well as using health and other professionals associated with the school. All school associate health and other professional and visitors will be asked to conform to the following:

Visitors contributing to SRE will do so at the invitation of the school and will be qualified to make an appropriate contribution;

Visitors must agree with the aims of the school in delivering its policy on SRE;

Visitors will follow the school's child protection procedures if a disclosure occurs within the classroom setting;

Visitors will know and understand and demonstrate where their contribution fits into the school's programme for SRE and PSHE.

## Services to Young People provided by the school

The school provides services for its young people. These services are provided by health and other professionals attached to the school.

Outside the teaching situation, health professionals can give one-to-one advice or information to a student on a health-related matter including contraception but this will be within the wider bounds of this policy with the understanding that parental consultation will take place.

The school educates and publicises where to obtain external confidential advice and support for eg- Childline NSPCC Stonewall etc.

## Parental right to withdrawal from SRE

Parents have the right to withdraw their students from SRE that falls outside the National Curriculum Science Order. They do so in writing to the Head teacher. When the Head teacher receives such a letter he/she will invite the parents to a meeting, at which the Head teacher will explain clearly what the school's policy is and seek to accommodate the wishes and/or concerns of the parents. If that is not possible the student will be withdrawn from SRE and placed in another class where suitable work and supervision will be provided.

**Policy review** The school's governing body forms the SRE policy and it will normally review this policy bi annually or more frequently if developments dictate so. It will do so in liaison with the named teacher and relevant outside agencies.

Head teacher .....

Governor.....

Date .....

Review Date

January 2019