

Sex and Relationship Education (SRE) Policy

Ethos Statement:

At Raynes Park High School we believe that SRE makes an important contribution to the health and wellbeing of every student. We recognise that SRE lifelong learning about physical, moral and emotional development. We work together to create a successful and happy community where we celebrate achievement and support each other through mutual respect and trust. A key part of the work we do in order to achieve this aim is delivered and embedded through our PSHE&C and our Sex and Relationship Education programme. The values below are promoted and encouraged through the delivery of SRE. These values support the ethos and core values of Raynes Park High School:

- Respect for oneself and other people
- Taking responsibility for one's actions in all situations
- Honesty and loyalty in relationships
- The importance and responsibilities of the family unit for all members
- Sensitivity towards the needs and views of others
- The recognition of physical, emotional and moral implications and risks of certain types of behaviour
- The recognition and acceptance of differences of others

Aims of SRE:

- To enable our students to make responsible and informed decisions regarding their own sexuality by presenting the knowledge, attitude and skills that will allow them to do so in a sensitive, objective and balanced manner
- To promote an understanding of the importance of loving and caring relationships as part of our students' personal and social development and so help them prepare for the transition to adult and working life
- To design schemes of work that are all inclusive of all students regardless of faith, ethnicity, gender or sexual orientation

Objectives for Sex and Relationship Education:

The ethos of our school promotes co-operation and tolerance. Every student in the school will have access to the SRE programme of study within subject areas and the designated PSHE&C time.

The relationships element within SRE is a central aspect in the delivery of SRE programme. The subject content will be age-appropriate, building knowledge and life skills over time in a way that prepares students for issues they will soon face, focusing on:

- different types of relationships, including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships;

- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- how relationships may affect health and wellbeing, including mental health;
- healthy relationships and safety online; and
- factual knowledge, at secondary school, around sex, sexual health and sexuality, set firmly within the context of relationships (**Policy Statement: Relationships and Sex Education – March 2017**)

Based on the above our SRE Programme proposes to:

- Generate an atmosphere where questions of a sexual nature can be discussed openly without embarrassment, and trust and confidentiality are ensured
- Enable students to develop knowledge, communication skills and understanding in order to facilitate personal decision-making
- Enable students to understand the impact of external factors, such as the media, social media, the Internet and peer groups, and retain independent decision-making
- Enable students to be aware of personal, psychological, emotional and physical changes in themselves and others
- Enable students to understand the process of human reproduction
- Emphasise the role and value of family life including marriage
- Enable students to know the legality or otherwise of matters relating to sexual activity
- Inform students about the wide range of information, advice and guidance available to them

Monitoring and Evaluation:

The Governing Body must oversee and review the operation of the SRE Policy throughout the school. Additionally there is a duty under Curriculum 2000 to ensure that the required programmes of study are in place and that the policy is published for the attention of staff, parents and students.

The Headteacher/Senior Leadership Team must monitor and evaluate the effects of the SRE Policy and guidance and ensure that action is taken to address any issues arising.

Heads of Year must reinforce the values promoted in this policy and monitor, support and evaluate the delivery of the SRE programme.

Teaching and Support Staff must ensure the delivery of the course within subject areas and help students acquire the knowledge, skills and values that will contribute to their personal development.

Teaching and Support Staff may not offer or guarantee confidentiality to students in any matter relating to abuse, under-age sexual intercourse or pregnancy. At the same time, students will be offered sensitive and appropriate support. In the case of a student disclosing possible abuse, the school's Child Protection Procedures will be used with staff passing documentation detailing any concerns and action taken to date to the relevant Designated Safeguarding Lead (DSL).

Students must play their part as responsible members of the school community contributing to their own and the learning of others and support each other as part of a caring community.

Parents must play their part by discussing the programme of study with their child and seeking advice via their GP if appropriate. Parents' have the right to withdraw their child from sex education within RSE (other than sex education in the National Curriculum as part of science); this is because parents should have the right to teach this themselves in a way which is consistent with their values.

The SRE Programme: Content, Organisation and Delivery:

The PSHE and Citizenship Programme and Science National Curriculum are taught in every year. The SRE programme broadly includes biological facts, the law, morality, relationships, contraception, feelings, sexuality, HIV/AIDS, marriage, sexually transmitted infections (STIs), safer sex, and responsibility and where to get help.

Key Stage 3

Science:

- Aspects of physical growth in adolescence and reproduction
- Human reproduction and how offspring are protected and nurtured
- Reproductive patterns in humans and animals
- Physical changes during adolescence and the menstrual cycle

Philosophy, Religion and Ethics / PSHE/ Citizenship:

- Emotional and physical changes during adolescence
- Human relationships, education for parenthood and family life
- Agencies that provide help and support
- The role of gender
- Arguments for delaying sexual activity.
- Contraception, protected sex (The physical aspects of sexual behaviour are always dealt with in the context of relationships, parenthood and family life)

PE:

- Development of the body
- Effects of exercise on the body
- Health, hygiene and gender specific sports
- Communication and team work within groups

Key Stage 4

Science:

- Hormonal control of the menstrual cycle and fertility treatment
- Sexual reproduction in Year 11

Philosophy, Religion and Ethics / SMSC / PSHE/ Citizenship:

Social, moral, spiritual and cultural perspectives on:

- Emotional and ethical dimensions of sexual attitudes and morals
- Pornography, Social media and 'Sexting'

- Sexually transmitted infections including HIV/AIDS
- Sex before marriage
- Adultery
- Contraception
- Abortion
- Purpose of marriage
- Prejudice/discrimination due to gender/sexuality

PE (GCSE):

- Body systems
- Gender issues in sport
- Development of the body
- Effects of exercise on the body
- Health and hygiene
- Communication and team work within groups

Much of the Sex and Relationship Education takes place within PSHE&C lessons. The PSHE and Citizenship programmes enable students to explore their feelings and relationships in order to promote self-knowledge, self-respect, self-esteem and respect for others.

Form Tutors generally deliver the PSHE&C Curriculum with support from professionals where appropriate. Form Tutors work closely with their tutees over a number of years and we believe that they are usually the best people to work with the students on many of the SRE topics as they are aware of each student's individual circumstances. Form tutors act as a first point of contact for students.

SRE lessons are set within the wider context of the PSHE and Citizenship curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

Timeline for specific SRE topic titles taught within PSHE & Citizenship Education:

Term/Year	7	8	9	10	11
Term 1		Contraception			Healthy Relationships
Term 2			E-safety & Sexting	Sex and the Media-pornography	Lifestyle Choices moving into adulthood
Term 3					
Term 4	Puberty-emotional and physical				

	changes				
Term 5			Sex, Gender & Discrimination		
Term 6					

Visitors contributing to SRE:

From time to time as part of a planned area 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 for example, the school nurse. All school associated health and other professionals and visitors will be asked to confirm 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 and when in class visitors will be supervised by a teacher, who will be present at all times and adhere to their own professional codes of conduct
- Visitors will follow the school’s safeguarding/child protection and disclosure procedures if a disclosure occurs within the classroom setting

Dealing with sensitive issues:

Any SRE/RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

- A member of staff can **never** promise confidentiality to any student
- If disclosures are made regarding suspected drug, alcohol or solvent abuse or dealing in these substances then the Headteacher must be informed at once
- Allegations of sexual abuse and other child protection issues must be referred in the first instance to the Designated Safeguarding Lead (DSL) who will inform the Headteacher. The named person is stated in the staff handbook for reference by all staff. New staff are also informed through the induction programme

Monitoring and Review

Staff responsible	Head of Social Sciences: S. Audley	Monitoring & Evaluation by	Headteacher: KH
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RAYNES

PARK HIGH SCHOOL

School Group Responsible	Pastoral team	Governors Committee Responsible	Standards & Quality
Date approved by Governors	April 2017	Review Date	April 2019