



# **Hebburn Comprehensive School**

## **Sex and Relationships Education**

### **Policy**

Ratified by Governors: February 2010

Review Date: February 2012

## **Genesis of the Policy**

This policy was originally developed in response to Sex and Relationship Education Guidance produced by the then DfES in 2000, the National Teenage Pregnancy Strategy and National Healthy Schools Programme; it went through an extensive consultation process, involving:

- Pupil focus groups / school council
- Questionnaires to parents / carers
- Review of SRE curriculum content with staff and pupils
- Consultation with wider school community e.g. school nurse
- Consultation with, and input from, school governors

This policy will be updated in advance of the anticipated review date, should the need arise to respond to any new legislation.

## **Definition of Sex and Relationship Education (SRE)**

SRE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, and family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

## **Principles and Values**

Hebburn Comprehensive believes that SRE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life;
- Be an entitlement for all young people;
- Encourage every student to contribute to our community;
- Aim to support each individual as he/she grows, learns and develops;
- Be set within this wider school context, supporting family commitment and love, respect and affection, knowledge and openness. 'Family' is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches;
- Encourage pupils and teachers to share and respect each other's views, without promotion of any particular family structure. The important values are mutual love, respect and care;
- Generate an atmosphere where questions and discussion about sexual matters can take place without any stigma or embarrassment;
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and pupils, consulting them about the content of programmes;

- Recognise that the wider community has much to offer and, for the benefit of pupils and staff alike, working in partnership with health professionals, social workers, peer educators and other mentors or advisers.

### **Provision of SRE in Hebburn Comprehensive School**

Sex and Relationship Education in this school has three main elements:

#### **Attitudes and Values**

- Learning the importance of values, individual conscience and moral choices;
- Learning the value of family life, stable and loving relationships, and marriage;
- Learning about the nurture of children;
- Learning the value of respect, love, care and trust;
- Exploring, considering and understanding moral dilemmas;
- Developing critical thinking as part of decision-making;
- Challenging myths, misconceptions and false assumptions about 'normal' behaviour.

#### **Personal and Social Skills**

- Learning to manage emotions and relationships confidently and sensitively;
- Developing self-respect and empathy for others;
- Learning to make choices with an absence of prejudice;
- Developing an appreciation of the consequences of choices made;
- Managing conflict;
- Empowering pupils with the skills to be able to avoid inappropriate pressures or advances.
- Providing pupils with the skills to be able to access support from health professionals and local agencies.

#### **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;
- Learning about the avoidance of unplanned pregnancy.

## **Aims**

The aim of SRE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our SRE programme aims to prepare pupils for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour, having the confidence and self esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want;
- Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships;
- Avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex;
- Communicate effectively by developing appropriate terminology for sex and relationship issues;
- Develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity;
- Understand the arguments for delaying sexual activity;
- Understand the reasons for having protected sex;
- Have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually-transmitted infections including hiv;
- Be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary;
- Know how the law applies to sexual relationships.

## **Organisation and Content of Sex and Relationship Education**

Hebburn Comprehensive School specifically delivers Sex and Relationship Education through its PSHE Programme, RE and Science lessons at KS3, and KS4.

Much of the Sex and Relationship Education at Hebburn Comprehensive School takes place within PSHE lessons. Tutors generally deliver the PSHE 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 pupils on many of the SRE topics as they are aware of each student's individual circumstances. SRE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships. Knowledge and guidance are also an important element. Information and advice on contraception, the availability of services and sexually-transmitted infections are delivered in both Key stage 3 and 4 by specialist professionals. 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.

The PSHE Programme and Science National Curriculum are taught in every year group in the school.

Any SRE lesson may consider questions or issues that some pupils 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 pupils 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 pupils, the question may be dealt with individually at another time.

More expert or specialist teachers support tutors who are uncomfortable with teaching certain aspects of the curriculum. Support is offered within the year team or from the PSHE co-ordinator who will help with planning or delivery lessons, if required.

Assessment is carried out at the end of every module and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

## **Inclusion**

### *Ethnic and Cultural Groups*

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people, it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

### *Pupils with Special Needs*

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our pupils, taking specialist advice where necessary.

### *Sexual Identity and Sexual Orientation*

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them.

## **Parental Right of Withdrawal of Pupils from Sex and Relationship Education**

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any SRE resources the school uses.

## **Confidentiality, Controversial and Sensitive Issues**

Teachers cannot offer unconditional confidentiality. Child Protection issues will be considered, and referred to the Designated Teacher or Deputy.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

## **Monitoring and Evaluation of Sex and Relationship Education**

It is the responsibility of the PSHE Co-ordinator to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE programme will be treated as a subject department in this exercise. The Governors' Policy Committee is responsible for overseeing, reviewing and organising the revision of the Sex and Relationship Education Policy and will take account of qualitative feedback in the monitoring and evaluation process.

Ofsted is required to evaluate and report on the Spiritual, Moral, Social and Cultural development of pupils. This includes evaluating and commenting on the school's Sex and Relationship Education policy, and on the support available, as well as on staff development, training and delivery.