



Sex & Relationship (SRE) Policy

1. INTRODUCTION

Lealands High School policies are designed to support the school ethos, aims and vision. Lealands is a positive learning community which is fully inclusive to ensure equality of opportunity for all.

Our aims are outlined in our Home School Agreement. We want all members of the school community to:

- Enjoy learning
- Be enquiring
- Achieve the best
- Feel safe and secure
- Be happy
- Be well cared for and supported
- Be challenged and make good progress
- Be prepared for a bright future
- Make a valued contribution
- Enjoy a well ordered and stimulating learning environment

Our vision is to be:

“A centre of excellence, nurturing all learners, whatever their needs or interests, instilling high expectations for all and preparing young people for life and a bright future.”

All staff are required to uphold the ethos and aims of the school through the application of this and all school policies agreed by governors.

2. RATIONALE

- 2.1 At Lealands High School we believe that sex and relationships education (SRE) is an educational entitlement for all students and an integral part of each student's emergence into adulthood. SRE provides knowledge, and encourages the acquisition of skills and attitudes that will allow students to manage their lives in a responsible and healthy way.
- 2.2 SRE is provided with due regard to the importance and value of family life, and within the framework of spiritual, moral, social, cultural and physical development. The aim of SRE is to enable students to make informed decisions about personal relationships from a basis of knowledge and recognition of their responsibilities.
- 2.3 SRE is a crucial part of preparing our students for their lives now and in the future as adults and parents; it calls for careful and sensitive treatment. Parents are key figures in helping their children cope with the physical and emotional aspects of growing up. Our teaching should be complementary and supportive of the role of the parents of our students.

3. BROAD GOALS

The main purposes of this policy are:

- 3.1 to encourage personal responsibility in all forms of behaviour;
- 3.2 to build self-esteem;
- 3.3 to encourage respect and consideration for others;
- 3.4 to provide support and information for young people and their parents.

The aim of this policy is to communicate clearly to staff, parents, visitors and students the manner in which SRE will be delivered in this school.

4. STUDENTS & OTHER OUTCOMES

The student and other outcomes we expect from the policy are for:

- 4.1 students to make informed, reasoned and responsible decisions about their lives now and in the future;
- 4.2 facts to be presented to students in an objective and balanced manner so as to enable students to consider their attitudes and behaviour in present day society;
- 4.3 students to know what is and what is not legal;
- 4.4 staff to be well supported in their delivery of this part of the personal, social, health and citizenship education (PSHE) programme and have the necessary knowledge to be effective in this role;
- 4.5 the school staff to work effectively in partnership with relevant outside agencies and speakers in order to achieve these outcomes.

5. APPLICATION

In order to achieve our goals, we will adhere to the following guidelines:

- 5.1 Knowledge and information
 - 5.1.1 Key Stage 3: Puberty, personal safety, friendship and love, family life and relationships, gender issues, conception and birth, contraception, including HIV and AIDS, safer sex, helping agencies, sex and the law, life stages and use of the internet and social media.
 - 5.1.2 Key Stage 4: Birth processes, abortion, fostering and adoption, genetic inheritance, early parenting, sexually transmitted diseases including HIV and AIDS, sexual lifestyles, helping agencies, prejudice and stereotyping, Child Sexual Exploitation, the beliefs of different faiths and cultures and the use of the internet and social media.
- 5.2 Values and beliefs
 - 5.2.1 As well as knowledge and information, students will be encouraged to consider the importance of the following values, which are derived from the school's value system:
 - 5.2.2 Respect and valuing of themselves and others.
 - 5.2.3 Understanding and sensitivity towards the needs and views of others.
 - 5.2.4 Responsibility for their own actions.
 - 5.2.5 Responsibility to the school, their family and the wider community.
- 5.3 Skills and abilities

Students will be helped to develop the following skills:

 - 5.3.1 communication including the making and keeping of relationships;
 - 5.3.2 assertiveness;
 - 5.3.3 decision making;
 - 5.3.4 recognising and using opportunities to develop a healthy lifestyle.

Detailed information can be found in CitRs schemes of work.

6. ORGANISATION

SRE is coordinated by the Sex and Relationship Coordinator in liaison with the subject leader for Humanities and citizenship. The SRE Coordinator is responsible for the overall planning, implementation and review of the programme.

Lealands High School SRE Coordinator is Mrs Sharon Oliver (Senior Pastoral Support Manager).

Lealands High School Safeguarding Lead is Mr Sam Ward (Deputy Headteacher)

- 6.1 Delivery is through:
- 6.1.1 Planned aspects within the Humanities and citizenship curriculum and also through Tutor time activities and assemblies.
 - 6.1.2 Addressing moral and ethical issues that may arise from apparently unrelated topics in all national curriculum subjects. Within this category, as long as any discussion takes place within the context of the subject it will not be deemed to be part of the SRE programme and therefore not subject to the parental right of withdrawal.
 - 6.1.3 Small group or individual sessions for targeted students where it is felt there is a need. These will be organised by the SRE coordinator and will be run by relevant health professionals or qualified members of the school based health service.
- 6.2 Teaching approaches
- A variety of approaches are used to give students relevant information; to enable moral issues to be explored through discussion; and to acquire appropriate skills. Details can be seen in the schemes of work.
- 6.3 Answering difficult or inappropriate questions.
- Sometimes an individual student will ask an explicit, difficult or inappropriate question in the classroom. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in these situations and refer to the SRE Coordinator or the Deputy Headteacher linked to SRE and citizenship or if relevant, the pastoral support manager (PSM) or Head of Year.
- 6.4 Student groupings
- Students are generally taught in mixed ability and mixed gender groups. When there is a specific need (for example members of a faith group), arrangements will be made to teach students in appropriate groupings. In Key Stage 3 and 4, certain topics will be taught in smaller single sex groups by a teacher of the same gender as the students. Before these topics are taught, a letter will be sent to parents informing them of the fact, and offering them the opportunity to speak to the SRE Coordinator about the topics if they have any questions or concerns.
- 6.5 Resources
- 6.5.1 Materials - a wide range of teaching resources are available to teachers and for inspection by parents through the coordinators.
 - 6.5.2 Staff - with regard to SRE it is important that staff feel comfortable with the subject matter. Only appropriately trained staff will be involved. Support will be offered through an in-service training programme. All staff are asked to teach within the school's value framework.
- 6.6 Time available
- SRE forms some part of the curriculum in every year group (see relevant schemes of work).

7. SPECIFIC ISSUES

The following issues may occur as part of SRE. Staff, parents and students need to understand the schools' procedures.

7.1 Confidentiality and Advice

Students will be made aware that some information cannot be held confidentially, and made to understand that if certain disclosures are made, certain actions will ensue. At the same time students will be offered sensitive and appropriate support. All adults will adhere to the following procedures:

- 7.1.1 in the case of disclosure or suspicion of possible abuse, the school's child protection procedures will be invoked (see safeguarding children policy);

- 7.1.2 in the case of disclosure of pregnancy or advice on contraception, students who are in difficulty will be made aware that they can talk to an adult in the school and that they will be supported;
 - 7.1.3 professional information and guidance will always be sought from a health professional. The school will always encourage students to talk with their parents first;
 - 7.1.4 students should be asked whether they can tell their parent(s)/carer(s) and whether they want help in doing so. If this takes place, subsequent responsibility lies with the parent(s)/carer(s) but the school will continue to offer appropriate support for both the student and the family;
 - 7.1.5 if students refuse to tell their parent(s)/carer(s), the appropriate adult should refer them to a health professional;
 - 7.1.6 the adult will report the incident to the Headteacher via the school Safeguarding Lead who will consult with the health professional about informing the parent(s)/carer(s).
- 7.2 Family life
- 7.2.1 The value of family life is an important aspect of SRE, which will be approached largely through a consideration of the qualities and relationships between the family group of people, with an emphasis on stability, respect, caring and support.
 - 7.2.2 As part of the SRE programme, issues of contraception, HIV/AIDS, sexuality and abortion are addressed. Facts are presented in an objective and balanced way, with students being encouraged to consider their attitudes and values. They will be made aware of the difference between fact, opinion and religious belief.
- 7.3 Complaints procedure
- Any complaints about the SRE curriculum should be made to the Headteacher who will report to the governors.
- 7.4 Parental partnership
- Under the Education Act 1993, parents have the right to withdraw their children from all or part of the SRE programme. Parents wishing to exercise that right are asked to make an appointment to meet the Deputy Headteacher, to discuss the issues, but they are under no obligation to do so. Once a child has been withdrawn they cannot take part in later SRE without parental approval.

8. MONITORING EVALUATION & REVIEW

This policy will be reviewed annually by the Deputy Headteacher.

- 8.1 SRE will be monitored by the Child Protection Officer and Deputy Headteacher.
- 8.2 An annual report will be made to governors and a summary included in their annual report to parents. The full policy will be made available to all parents when their child enters school.