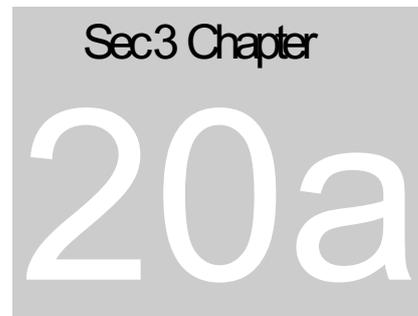


RED ROSE SCHOOL SEX & RELATIONSHIP EDUCATION (SRE) POLICY

Updated: October 2017



SRE Co-ordinator: Mrs Gill Makinson

DfE: Sex and relationship education

Sex and relationship education (SRE) is compulsory from age 11 onwards. It involves teaching children about reproduction, sexuality and sexual health. It doesn't promote early sexual activity or any particular sexual orientation.

Some parts of sex and relationship education are compulsory - these are part of the national curriculum for science. Parents can withdraw their children from all other parts of sex and relationship education if they want.

DEFINITION

Sex and Relationship Education (S.R.E.) is lifelong learning about physical, moral, and emotional development. It is about learning about the importance of marriage for family life, stable and loving relationships, respect, love and care. It is about learning to be tolerant of others, whose relationships and sexuality may be different. It is also about the teaching of sex, sexuality, and sexual health. It provides knowledge and the organization of skills and attitudes which will allow children to manage their lives in a healthy and reasonable way.

WHY SEX AND RELATIONSHIPS EDUCATION IS IMPORTANT

Every parent and every school wants to see children grow up safely and be able as an adult to enjoy the positive benefits of loving, rewarding and responsible relationships, to be informed, comfortable with the changes during puberty and emotionally supported. Parents play a vital role in providing the building blocks for healthy and fulfilling social and personal relationships while protecting their children and young people from harm. They should lead on instilling values, but schools have a clear role in giving young people accurate information and helping them to develop the skills they need to make safe and responsible choices.

It is important that children start to build up the vocabulary and confidence to talk openly and positively about emotions, relationships and their bodies. Learning the words to describe feelings and emotions, the correct terms for parts of the body and developing "health literacy" is vital for children to stay safe and seek help if they feel at risk or are being harmed. When cases of sexual abuse have come to light years after the event parents, teachers and young people have spoken of their regret that SRE was started so late and that they/the child was unable to report it because they did not have the

language and did not know that what was happening to them was wrong. There is now anecdotal evidence where parents acknowledge their gratitude to SRE in school because their child had had the confidence and language to tell when they have been approached inappropriately rather than after abuse has taken place.

In the 21st Century, children and young people are also exposed to sexual imagery and content in a wide array of media including adverts, the internet, video games, mobile phones, pop songs, TV and magazines. These media often present a distorted and inaccurate view of sex and relationships, and provide increasingly explicit images of sex and sexuality. In addition some children and young people will use the new technology to bully and intimidate others or to place themselves in compromising positions e.g send revealing photos of themselves to girl or boy friends. Far from “destroying their innocence” SRE equips children and young people with the values, skills and knowledge to understand and deal appropriately with these social and cultural pressures.

School provides a safe place for children and young people to make sense of the information they have picked up from the media and also playground myths. Guided by a skilled teacher, children and young people are able to separate facts from fiction and clarify and strengthen their own values.

Some children start puberty as young as eight years old. SRE prepares children for the physical and emotional changes of puberty. Many parents do talk to their children about growing up before puberty starts – but where this is absent some girls describe their fear to see that they were bleeding when their periods started. Boys talk about feeling isolated from discussions which only seem relevant to girls and might turn to other sources of information such as the internet and pornography.

As children approach adolescence so the nature of their relationships with parents, carers and their peers begins to change. They want new experiences and want to form new friendships and relationships. SRE is critical in that it provides accurate information about social norms to correct the myth that “everyone is doing it” and can support young people in resisting pressure. While it is only the minority of young people who first have sex before the age of 16 and, while remaining sensitive to the ethos of the school, it is vital that all young people have information about contraception. Currently approximately half of teenage conceptions end in abortion, indicating that they were unwanted or unintended. Many early sexual encounters are associated with alcohol consumption and coercion and these topics also need to be addressed.

In addition, the school curriculum has a role to play in reducing the likelihood of sexist, sexual, homophobic and transphobic bullying occurring in part through addressing some of the underlying attitudes and values that underpin it. SRE within PSHE education is the most obvious location for specific coverage of issues relating to bullying, gender equality and sexuality..

SRE within PSHE education is an important part of a whole-school approach to pupil well-being. Pupils who are happy in their relationships with peers and adults at school are likely to be better able to learn. By addressing a range of personal and social issues and providing information about where and how to get help, SRE supports pupils who face difficulties to get help and thus helps them to stay on track with learning.

AIMS AND OBJECTIVES - ATTITUDES AND VALUES

- ✓ Recognition of the understanding of the value of family life, marriage, and stable and loving relationships for the nurture of both children and adults
- ✓ Encouraging respect for moral and spiritual values which reflect the Christian foundation of the school
- ✓ Respect for oneself and others, loving and being loved, and caring for oneself and others
- ✓ Tolerance of different values and attitudes and lifestyles of others
- ✓ Exploring, considering, and understanding moral dilemmas
- ✓ Development of critical thinking skills as part of decision making

AIMS AND OBJECTIVES - PERSONAL AND SOCIAL SKILLS

- ✓ Strengthening self-esteem and self-confidence through learning to understand and manage emotions and relationships confidently and sensitively and how to make choices based on understanding of difference and without prejudice
- ✓ Development of skills of choice and an understanding of the consequences of such choices are fundamental to decision making, assertiveness, managing conflict, and communication. All of these enable pupils to exercise personal responsibility to help avoid exploitation and abuse. Sensitivity is important, as there may be pupils in the group who have been abused, or are carrying out abuse and do not recognize it as such

KNOWLEDGE AND UNDERSTANDING

- ✓ Learning and understanding about physical development at appropriate stages and dealing with issues of gender and stereotyping
- ✓ Transmission of knowledge about sexuality, reproduction, disability, inherited disorders, sexual health, emotions and relationships
- ✓ Acquisition of information about local and national services including sexual health advice, sexuality, contraception, and how to assess them

- ✓ Learning about the reasons for delaying sexual activity prior to marriage, the benefits to be gained from such a delay, and the avoidance of unplanned pregnancy/parenthood

IMPLEMENTATION

SRE will take the form of formal teaching using video films, slides, and other audio-visual aids, small group and class discussion and role-playing, with the opportunity for questions raised to be answered. The School Nurses will often deliver the SRE lessons on a planned basis. Teachers will reserve the right to refuse to answer questions where answers may be thought to be inappropriate for the majority of pupils in the group, bearing in mind that much explicit information is available in teen magazines and that informal learning can be a powerful source of confusion and mis-information.

We aim to dispel myths and reduce fear and anxiety, clarify understanding and counteract prejudice by providing accurate teaching about sex and related matters. This will be done while preparing students to cope with their developing sexuality, the changes of puberty and adolescence, and the responsibilities of both personal health care and mature physical relationships. Students should develop confidence in the moral basis of their values so that they can develop a pattern of behaviour which takes account of the need for respect for others and their responsibilities to others and themselves. This matches the ideas of tolerance seen in the School Equal Opportunities Policy.

Delivery will be in the context of the PSHE, R.E., and Science curricula. It may involve addressing moral and ethical issues which may arise from apparently unrelated topics in all Curriculum Subjects, where there will not be a parental right of withdrawal.

CONFIDENTIALITY

Staff may not offer or guarantee to students confidentiality in any matters due to the need to take action in issues related 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.

In the case of a student making a disclosure of possible pregnancy, or seeking individual advice on contraception, students should be encouraged to know that they can talk to an adult in the school. The school will encourage any student of statutory school age to talk to their parents first:

- ✓ The child should be asked if they can tell their parents and asked if they need help
- ✓ Staff will need to check how they have progressed the issue

- ✓ If the child refuses to tell their parents, staff should refer them to a health professional
- ✓ Staff should report the incident to the Head Teacher who will consult with health professionals prior to informing parents
- ✓ The student will always be told that school staff are having to act in this way before their confidentiality is compromised

PARENTAL RIGHTS

We would prefer parents to play a part in this sensitive area by being informed in the School Programme so that they can continue discussions at home. However, parents of all students have the right to withdraw their child from non-National Curriculum sex education: parents will be able to state annually whether or not they wish their child to be withdrawn.

We feel that this is inadvisable since it is inevitable that students will discuss the content of lessons and there is a danger that mis-information and half-truths will be passed on. The Class Teacher will seek clarifications from parents regarding their reservations and a will, as far as is realistic, set appropriate alternative work when the student is not in the lesson.

Full copies of the policy will be given to the parents of all students new to the school; a summary will be included in the school prospectus and circulated to all parents annually.

Please return the form below only if you do not want your child to receive non-statutory sex education.

You will be given the opportunity to re-affirm/reconsider your decision annually.

Non-statutory sex education is defined as the work relating to attitudes, sexuality, and HIV/AIDS. Although this is non-statutory, the school is obliged to teach it and feels it is important that these aspects are dealt with sympathetically.

CURRICULUM ORGANISATION

Attitudes and Values

Students will be encouraged to consider the importance of the following values which are consistent with those of the School:

- ✓ Respect and valuing themselves and others
- ✓ Understanding and sensitivity towards the needs and views of others
- ✓ Responsibility for their own actions
- ✓ Responsibility for the school, their family, and the wider community.

Skills

Students will be helped to develop the following skills:

- √ Communication, including the making and keeping of relationships
- √ Assertiveness
- √ Decision-making
- √ Recognising and using opportunities to develop a healthy lifestyle.

Knowledge

Key Stage 3

Changes of puberty, growth patterns, development of sexual characteristics, sexual intercourse, childbirth, and following DfES recommendations, AIDS as a sexually transmitted disease. This may lead to a discussion of contraceptive methods. Parents will be informed when students are about to follow this part of the course. Friendship and love. Family life and relationships.

By Year 9, the above coverage will be expanded to include infertility and abortion.

Key Stage 4

KS3 work is expanded on, especially to cover issues relating to pregnancy, with greater emphasis on the role of hormones and the treatment of infertility. The effect of HIV on the human immune system is explained in the context of sexually transmitted diseases and hygiene. The work on genetics includes discussion of the social, ethical, and economic issues relating to genetic manipulation and selective breeding: it may also include discussion of artificial insemination, test-tube babies, and embryo transplantation. Anatomical and physiological details are dealt with as appropriate, and the work dovetails with discussion in the Y10 RE and PSHE courses where there is consideration of relationships and attitudes towards HIV and AIDS, contraception, general sexual awareness, relationships, teenage pregnancy, the Child Support Agency, breast and testicular cancer. Work will include a review of the perspectives of different faiths and cultures.

RED ROSE SCHOOL

PARENTAL REQUEST FOR WITHDRAWAL FROM SEX EDUCATION LESSONS

Name _____ of
student _____

I/We do not want our child to receive non-statutory sex education.

I/We understand that he/she will be given written work when this subject matter is covered in lessons.

I/We understand that his/her teachers may contact us to find out exactly what our reservations are.

Parent's _____ Date _____
signature _____

Please return this slip to the Class Teacher in a sealed envelope