

# SEX AND RELATIONSHIP EDUCATION (SRE) POLICY

<b>Title</b>	Sex and Relationship Education (SRE) Policy	<b>Department Responsible:</b>	Human Resources
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## Sex and Relationships Policy

### 1. Introduction

1.1 The Shared Learning Trust (TSLT) recognises that Sex and Relationship Education (SRE) is lifelong learning about physical, moral and emotional development. It is about the importance of stable and loving relationships including marriage for family life, as well as other relationships such as civil partnerships. SRE is about respect, love and care. SRE provides pupils with factual knowledge and an understanding of the influences on young people, encouraging them to be aware of the options open to them and to take charge of decisions about their own behaviour. It encourages the development of personal and interpersonal skills, the awareness and respect of self and others and encourages reflection and responsibility. It is a driver for ensuring that pupils behave safely in their attitudes and actions regarding sex and relationships.

### 2. The Programme

2.1 Our programme provides knowledge about the processes of reproduction and human growth as part of the national curriculum in science. All pupils must follow this programme.

2.2 The personal, social, health and economic (PSHE) education programme, drop-down days and tutor time deals with the nature of sexuality and relationships. It encourages the acquisition of skills and attitudes that allow pupils to manage their relationships in a responsible and healthy manner and provides them with parenting skills for later in life. The programme is carefully structured and shows continuity between the years. The programme is delivered within a moral framework. This framework fully supports TSLT aim to ensure that our pupils become active and responsible citizens. The curriculum also takes into account pressures that exist within the local community on our pupils. To this end SRE is linked to wider teaching on issues related to peer pressure and risk-taking behaviour such as drug and alcohol consumption. Pupils are encouraged to receive this knowledge and information in the wider context of the academy and locality.

TSLT aims to develop these values by:

- equipping pupils to believe in their own ability and increase their self-esteem, empowering them to act in a safe and purposeful manner
- teaching pupils to love, value and care for themselves and others including respect for individual and cultural differences. Pupils are taught to develop understanding and sensitivity towards the needs and views of others and to model appropriate behaviours
- discussing moral issues including concepts associated with right and wrong; encouraging responsibility for their own actions, and learning from their mistakes



- exploring responsibility to the school, their family and the wider community, and persevering when this is difficult.

TSLT aims to develop personal and social skills by:

- encouraging friendship by learning how to share and cooperate with others.
- experiencing being part of a community within the class, the academy and the wider community, enjoying the benefits, and learning to accept the responsibilities this brings
- enabling pupils to express preferences, communicate needs, make decision, choose options that other people act upon and respect
- teaching about the importance of being stimulated through inspiration so that the right choices can be made
- supporting pupils in learning to understand appropriate and inappropriate behaviours and manage their own behaviour and emotions
- enabling pupils to make choices and deal with consequences that these may bring
- enabling pupils to make choices based on an understanding/acceptance of differences and absence of prejudice
- developing self-respect and empathy of others
- developing skills to manage potential conflict and upset
- learning how to assert oneself appropriately and so avoid abusive exploitation.

TSLT aims to develop knowledge and understanding by:

- developing body awareness and physical control
- developing an understanding of their ability to influence the environment
- developing a knowledge of gender, growth and development.
- learning when privacy is appropriate and how to protect one's own privacy
- promoting a positive attitude to body changes around puberty and developing the skills needed to cope with them



- developing and understanding of physical feelings, including physiological responses to touch
- developing an understanding of own and others sexuality, sexual health, emotions and relationships
- learning about healthy lifestyles
- appreciating and respecting different life-styles.

As part of our sex education programme issues of contraception, HIV/AIDS, sexuality, unwanted pregnancies and abortion will be addressed. Facts are presented in an objective and balanced way, with pupils being encouraged to consider their attitudes and values. They will be made aware of differences between fact, opinion, and cultural and religious beliefs.

### **3. Methods of Teaching and Learning**

3.1 Our methods of teaching are wide ranging. They are responsive to pupils' needs and include film clips, presentations and small group discussions, visiting speakers, the use of worksheets and textbooks. Often pupils are encouraged to present information in innovative ways e.g. Guide to safe sex or chat show style drama on teenage pregnancies. Where appropriate, single sex classes will be taught in order to facilitate discussion, and to take in to account cultural differences.

### **4. Monitoring and Evaluation**

4.1 The principal will ensure that all staff receive sufficient training to undertake this programme. Pupil and parent surveys may be used to evaluate the effectiveness of the programme from the pupils and parents' points of view. In addition, the regular cycle of teaching and learning reviews will check that the curriculum is meeting pupils' needs and the latest requirements as set out by the Secretary of State.

### **5. Pupil Withdrawal**

5.1 Parents and carers have the right to withdraw their children from this part of the PSHE programme and alternative arrangements will be made for their child's supervision. The request to withdraw must be made in writing to the principal.