

Reckleford School

Sex and Relationship Education Policy

Article 2

All adults should do what is best for you. When adults make decisions they should think about how their decisions will affect children.

Article 19

You have a right to be protected from being hurt and mistreated, in body and mind.

Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Introduction

At Reckleford Community School, we believe that effective Sex and Relationships Education (SRE) is essential if our pupils, as they grow, are to make responsible and well informed decisions about their lives. It contributes to promoting the spiritual, moral, social, cultural, emotional, mental and physical development of our pupils, preparing them for the opportunities, responsibilities and experiences of adult life. We understand that there is a statutory requirement for us to have in place such a policy compiled by the School Governors.

We believe SRE should not be delivered in isolation, but be firmly rooted in our Personal, Social and Health Education programme, supplemented by science and other subjects of our taught curriculum.

Definition of Sex and Relationship Education

Sex and Relationship Education is lifelong learning about physical, moral and emotional development. It is about respect, love and care and the benefits of making and maintaining a stable marriage or relationship. We recognise that to be human is to experience sexual feelings, seek connections with other people and develop relationships, which may be physical or non-physical.

SRE seeks to enable young people to feel positive about themselves, manage relationships and access the infrastructure of support available.

Aims

Sex and relationships has three main elements that we aim to teach:

- Attitudes and values
- Personal and social skills
- Knowledge and understanding

Attitudes and values

- learning to care about other people and being sensitive towards their needs and views;
- learning the importance of values, and individual conscience and moral considerations;
- accepting the differences between people and learning not to exploit them;

- learning the value of family life, marriage, and the importance of stable, loving and caring relationships for the nurture of children;
- learning the importance and responsibilities of the family unit for all its members;
- learning to respect oneself and others and being honest, loyal and trustworthy in relationships;
- learning to take responsibility for one's actions in all situations;
- exploring, considering and understanding moral dilemmas; and developing critical thinking as part of decision-making.

Personal and social skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- learning how to make well informed and responsible decisions about their lives and developing an appreciation of the consequences of the choices made;
- managing conflict;
- learning how to recognise and avoid exploitation and abuse.

Knowledge and understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;

We believe that SRE will be achieved by providing an environment and atmosphere where pupils feel safe, relaxed, not intimidated, but focussed; and where they have confidence and trust in the knowledge, ability and skills of their teachers.

Moral Framework

Pupils will be taught SRE within a framework which models and encourages the following values:

- Being honest with themselves and others
- Developing a critical awareness of themselves and others

- Learning to show tolerance, understanding, respect and care for others
- Developing an awareness and belief in one's own identity
- Having a positive attitude towards the value of stable relationships for the upbringing of children

Content and Organisation

The organisation of SRE is no different from other curriculum areas. It is delivered through planned programmes within Science, RE and PSHE. Occasionally, issues about SRE may arise spontaneously in other lessons where it is not the main focus of the lesson. This is not considered to be part of the planned SRE programme and parents or carers cannot withdraw pupils in these circumstances.

Aspects of SRE are encompassed within the ethos of the school and may be delivered through:

- PSHE lessons / SEAL
- Core and foundation subjects
- Assembly time
- Circle time
- Literacy/numeracy lessons
- Health weeks
- Collapsed timetable days
- Theatre in Education visits
- Project/theme lessons

A range of teaching approaches will be used which include didactic and participatory methods eg small group work for discussion, etc.

The overview and co-ordination of the taught curriculum is the responsibility of the PSHE subject leader. Continuous professional development and training will always be provided to ensure a high level of expertise for teachers involved in delivering the SRE programme in the school.

Monitoring and Evaluation

The effectiveness of the SRE curriculum and its delivery will be evaluated in discussion with the Head, members of staff and the Welfare sub-committee of the governing body. From this, needs will be identified and prioritised in relation to resources, in-service training and support, and these will be included in the School Development Plan, where appropriate

Working With Parents

The school is committed to working in close partnership with parents and carers who are the key people in teaching their children about sex and relationships. Parents/carers are invited to attend consultation evenings to discuss the school's SRE programme and to view the teaching materials and resources that will be used.

A parent or carer, who is concerned about any element of this policy, or is unhappy about their child's participation, should discuss their feelings with the Headteacher and class teacher. Parents have the right to withdraw their children from all or part of those aspects of the SRE programme which are NOT part of the statutory National Curriculum Science Orders. If requested, alternative arrangements will be made for individual pupils, but it is hoped that this will not be necessary. If so, parents should consult with the Headteacher to discuss appropriate arrangements.

Equal Opportunities

SRE is inclusive of all students; they have an equal entitlement to good quality SRE. The programme will be delivered in line with the school's Equal Opportunities policy within an atmosphere of mutual respect. The whole school community will support an approach which ensures that no individual will be discriminated against on grounds of gender, race, disability, religion or sexual orientation.

SIGNED _____ (Headteacher) DATE _____

SIGNED _____ (Chair of Committee) DATE _____

REVIEW DATE (2 YEARS) _____