

Whitecross Hereford: High School & Specialist Sports College

Policy: Sex and Relationships Education

Reviewed by: Teaching, Learning, Curriculum and Assessment Committee

Reviewed on: April 2016

Approved by Full Board

Aims

The aim of this policy is to provide a stimulating and supportive learning environment in which students can develop their feelings of self-worth and confidence especially in relationship to others. This will include developing the following skills: valuing themselves as unique individuals, keeping themselves and others healthy and safe, communication, decision making and assertiveness, knowing how and where to gain information and support and participating in society.

There are three main elements:

- gaining knowledge and understanding;
- developing positive attitudes and values;
- extending personal and social skills.

The objectives are:

- to help support students through their physical, emotional and moral development;
- to help students learn to respect themselves and others;
- to help students move from childhood, through adolescence and into adulthood with confidence;
- to enable students to value the importance of family life, marriage and stable, loving relationships as key to being a good citizen;
- to teach students about relationships, sex, sexuality and sexual health;
- to help students develop positive attitudes, personal and social skills, and knowledge and understanding.

Partnership with parents/guardians

As a school we believe most of a student's informal sex and relationships education should occur within the family and the school's programme will complement and build on this in co-operation with homes. Parents/guardians have the right to withdraw their child from some, or all, Sex and Relationships Education (SRE) lessons but not statutory Science lessons. If a parent/guardian wishes to withdraw their child they need to have a discussion with the Headteacher, so that he can be made aware of the reasons and provide alternative arrangements. The Department for Education (DfE) has produced a free leaflet (SRE and Parents) which is available on the DfE website, explaining this position.

Moral and values framework

At Whitecross we focus on teaching SRE in the context of relationships using a variety of formal and informal opportunities and strategies. This all helps children to develop their self-esteem and emotional well being and to form and maintain worthwhile and satisfying relationships, which are based on respect for themselves and for others.

The teaching of SRE takes place in the context of our agreed school values as described in our Climate for Learning Policy.

Inclusion statement

In our school we have a commitment to ensure that our programme is relevant to all students and is taught in a way that is age and stage appropriate.

Links with other policies

For specific details about possible related issues e.g. Inclusion, Confidentiality, Child Protection, Bullying, reference needs to be made to our relevant school policy.

Staff training

All teachers and other staff members who are required to teach SRE will have relevant training and resources.

Organisation of SRE

SRE is part of our science programme. Other aspects are taught mainly in PSHE lessons and lessons on relationships occur also in English and RE. Through planned lessons in the curriculum as well as through wider school activities such as assemblies children are able to develop their ideas, knowledge and skills gradually and appropriately.

Teachers have the main responsibility for teaching about SRE in the classroom and they plan and liaise with other specialists to ensure our students receive an up to date and balanced programme.

Teaching strategies

As much as possible we provide an interactive learning environment which is motivating and allows students to practise skills as well as to gain information and knowledge. We also allow time for reflection.

Confidentiality and child protection

All staff members and external visitors, who work with our student's will have access to this policy and our School's Child Protection Policy. The Headteacher or Child Protection Officer will have a discussion with any health professional or other adult before they start to work with our children. This is to ensure they are familiar with our policy and expectations regarding correct practice and how to respond to issues, including those that may relate to child protection matters

We make clear to students what our procedures are with regard to confidentiality. Similarly if questions are asked in class, adults will follow agreed practice based on DfE Guidance 2000.

We also ensure that all external visitors to the school are CRB checked or are accompanied by a CRB checked member of staff in accordance with our Safeguarding policy.

Monitoring of SRE

Our Head of Science and PSHE Co-ordinator will monitor teaching and learning according to our school's policy. Implementation will be monitored by the Headteacher and PSHE Co-ordinator and reported on to the Governing body.

Evaluation, assessment and reporting to parents/guardians

Evaluation and assessment including self-assessment are an integral part of SRE. SRE forms part of the assessment criteria for reporting on PSHE in our interim reports.