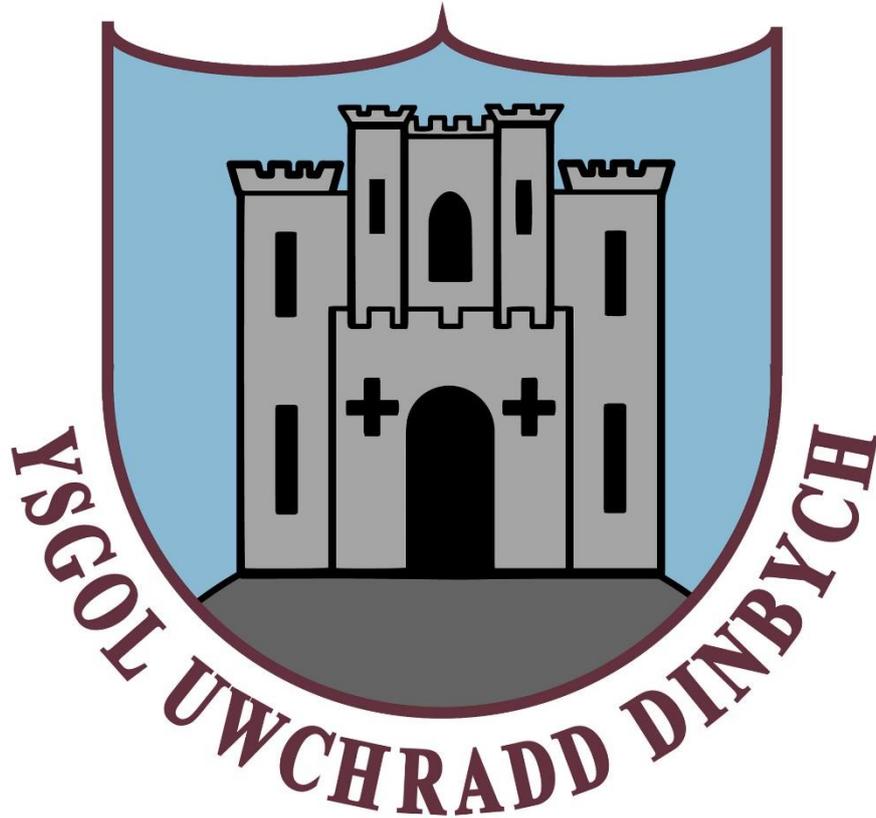


# DENBIGH HIGH SCHOOL



## **Sex and Relationships Education Policy**

<b>Version No</b>	<b>Date Created</b>	<b>Created By</b>	<b>Amendment</b>
V2	31.01.2020	Lisa Allington	Re-brand of front cover; removal of signature box at the end of the policy

<b>Workload Impact Assessed By</b>	<b>Date Assessed</b>	<b>Teacher Workload Impact</b>	<b>Line Manager Workload Impact</b>
N/A			

High Impact – Policy Implemented by teachers and staff on a daily/weekly basis  
Medium Impact – Policy Implemented by teachers and staff on a monthly/termly basis  
Low Impact – Policy Implemented by teachers and staff on an annual basis  
N/A – Policy is not implemented by teachers or staff

<b>Approved By (Name)</b>	<b>Approved By (Signed)</b>	<b>Date Approved</b>	<b>Date Implemented</b>	<b>Review Date</b>

## **1.0 RATIONALE / PURPOSES**

The Governing Body are required to ensure that the School offers, for all students, a programme of Sex and Relationships Education. They must maintain a written statement of their policy, which must be available to parents on request. At Denbigh High School we believe that Sex and Relationships Education is an important part of a young person's preparation for adult life.

## **2.0 DEFINING SEX AND RELATIONSHIPS EDUCATION (SRE) DFE GUIDANCE 0116 / 2000**

Sex and Relationship Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of the understanding of sex, sexuality, and sexual health.

Sex and relationships education is the right and responsibility of the parent. The School provides sex and relationships education to support parents in fulfilling their responsibility. If parents are not happy with what the School provides in its basic curriculum with regard to sex and relationships education they have a right to withdraw their child/children from those aspects of sex and relationships education not covered by the National Curriculum Science Order.

## **3.0 THE AIMS OF SEX AND RELATIONSHIP EDUCATION**

Based on the above definitions, the aims for sex and relationship education are:

1. To prepare students for the changes which occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.
2. To enable students to better understand the nature of human relationships.
3. To enable students to see the importance of stable, loving relationships in the context of bringing up of children.

In this School SRE has three main elements, all of which are important for a balanced SRE programme:

### Attitudes and values

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, stable and loving relationships;
- learning the value of respect, love and care;
- 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;
- developing an appreciation of the consequences of choices made;

- managing conflict; and
- 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;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and
- the avoidance of unplanned pregnancy.

### **4.0 CONTENT OF THE SCHOOL'S SRE PROGRAMME**

The content of the School's programme is based on the National Curriculum guidance for PSHE. The brief headline statements are detailed below:

#### PSHE Framework – Key Stage 3

- developing a healthy, safer lifestyle.
- developing good relationships and respecting the differences between people.

#### PSHE Framework – Key Stage 4:

- developing a healthy, safer lifestyle.
- developing good relationships and respecting the differences between people.

#### National Curriculum Science – Key Stage 3:

- that fertilisation in humans.....is the fusion of a male and a female cell.
- the physical and emotional changes that take place during adolescence.
- the human reproductive system, including the menstrual cycle and fertilisation.
- how the foetus develops in the uterus.
- how the growth and reproduction of bacteria and the replication of viruses can affect health.

#### National Curriculum Science- Key Stage 4:

- the way, in which hormonal control occurs, including the effects of sex hormones.
- some medical uses of hormones, including the control and promotion of fertility.
- the defence mechanisms of the body.
- how sex is determined in humans.

The School recognises that SRE must be taught at both Key Stages and appears throughout the PSHE programme. The School's prospectus clearly states that SRE will be part of the PSHE programme.

## **5.0 THE DELIVERY OF SRE**

It is the responsibility of the Science department staff to deliver the National Curriculum Science Order according to the Scheme or Work. Where specific sex and relationships education occurs, which is outside or beyond the National Curriculum Science Order, the School will have a team of teachers specialising in the delivery of SRE within the secondary context. SRE is delivered as part of the School's PSHE programme and can be identified clearly for each age range. PSHE is normally taught in vertical groups. For the purpose of delivering sex and relationships education students will be grouped in age related groupings to enable content to be delivered that is age appropriate.

## **6.0 METHODS OF TEACHING AND RESOURCING**

In the delivery of SRE teachers will use a variety of teaching methods and resources. The following are recognised methods for the effective delivery of SRE:

- Discussion
- Drama and role play
- Research and presentation

Teachers will also use other teaching methods to enable students to learn about SRE which are age appropriate, taking into account the developmental needs of individual student.

## **7.0 MONITORING AND EVALUATING SRE**

SRE will be monitored through the School Monitoring and Evaluation Schedule. It is the Head of school's responsibility to:

- a) Ensure that SRE occurs in the School's curriculum according to the schemes of work for PSHE;
- b) Monitor the use of teaching and learning styles;
- c) Monitor the use of teaching materials;
- d) Evaluate the effectiveness of the School's programme.

## **8.0 DEALING WITH SENSITIVE ISSUES**

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about SRE. The protocols for discussion based lessons with students are that:

- no-one (teacher or student) will have to answer a personal question;
- no-one will be forced to take part in a discussion;
- only the correct names for body parts will be used;
- meanings of words will be explained in a sensible and factual way; and teachers may use their discretion in responding to questions and may say that the appropriate person to answer the question is the parent.

Where a member of staff is concerned that a child protection issue is arising it is their responsibility to follow the School's policy in this matter.

## **9.0 VISITORS CONTRIBUTING TO SRE**

From time to time as part of a planned module of work the School will invite in local experts on issues relating to SRE as well as using health and other professionals associated with the School. All School associate health and other professional and visitors will be asked to conform to the following:

- visitors contributing to SRE will do so at the invitation of the School and will be qualified to make an appropriate contribution;
- visitors must agree with the aims of the School in delivering its policy on SRE;
- when in class visitors will be supervised by a member of staff, who will be present at all times;
- visitors will follow the School's child protection procedures if a disclosure occurs within the classroom setting;
- visitors will know and understand where their contribution fits into the School's programme for SRE and PSHE.

## **10.0 SERVICES TO YOUNG PEOPLE PROVIDED BY THE SCHOOL**

The School will provide services for its young people. These services are provided by health and other professionals attached to the School. The School nurse will provide a drop-in clinic for students. The above services will be advertised throughout the School and parents may also contact these services by making an appointment with the School nurse. It is clear from Government guidelines that when not in a classroom context these professionals are covered by their own professional codes of conduct:

### Health professionals

7.16.1 Outside the teaching situation, health professionals such as School nurses can give one-to-one advice or information to a student on a health-related matter, including contraception and exercise their own professional judgement as to whether a young person has the maturity to consent to medical treatment including contraceptive treatment. (The criteria for making such a decision are based on the 'Fraser guidelines' and can be found in guidance issued jointly by the Health Education Authority, the British Medical Association, Brook Advisory Centres and others. Any competent young person, regardless of age, can independently seek medical advice and give valid consent to treatment).

## **11.0 PARENTAL RIGHT TO WITHDRAWAL FROM SRE**

As stated above parents have the right to withdraw their students from SRE that falls outside the National Curriculum Science Order. They do so in writing to the Headteacher. When the Headteacher receives such a letter they will invite the parents to a meeting, at which the Headteacher will explain clearly what the School's policy is and listen to the concerns of the parents to maintain this vital part of a pupils' education. If that is not possible the student will be withdrawn from SRE.

## **12.0 POLICY REVIEW**

The School's governing body forms the SRE policy and it will review this policy every 3 years. In reviewing the policy it will consult the following groups and take account of

- parents;
- staff;
- students;
- legislation and guidance

Upon review any agreed changes will be ratified by the Governing Body.