

SEX AND RELATIONSHIP EDUCATION (SRE) POLICY AND GUIDANCE

In this policy parent refers to anyone with legal responsibility for a young person.

Sex and Relationship Education (SRE) is to become statutory and amendments will be made to this policy at that time.

This policy reflects the criteria required for the National Healthy School Standard and reflects the requirements of our Child Protection, Data Protection and Confidentiality Policies.

Lyndon School Humanities College aims to;

- create an environment in which our students can be offered appropriate teaching about sex and relationships and where they have the confidence to question and seek answers to questions,
- assist young people to prepare for adult life by supporting them through their physical, emotional and moral development,
- help them to understand and respect themselves and others,
- recognise that the decisions about when to begin a relationship are complex and may have to be discussed with appropriate adults,
- protect staff by providing clear guidance on confidentiality.

We will approach this through the development of:-

- **values and attitudes** to relationships within a moral framework,
- **knowledge and understanding** to match students' growing maturity,
- **decision-making skills** in order to establish and maintain relationships, and make informed choices and decisions about their health and well-being.

Sex and Relationships Education is based on respect for self and others. It is taught with due regard to moral and legal considerations and recognises the values of family life and supportive relationships. The objectives are to enable students to:-

- generate an atmosphere where questions of a sexual nature can be asked and answered openly without embarrassment, but which respects people's rights not to enter into discussion,
- develop knowledge, skills and understanding in order to facilitate personal decision-making,
- understand the impact of external factors such as the media, internet, peer groups and remain independent responsible decision-makers,
- develop the ability to form positive, non-exploitative relationships,
- be aware of personal, psychological, emotional and physical changes in themselves and others,
- understand the process of human reproduction,
- emphasise the roles and the values of family life, and the importance of a stable relationship in supporting children,
- know what is and what is not legal in matters relating to sexual activity,
- obtain further information and advice.

Confidentiality.

Staff, or other appropriate adults, should make students aware that they cannot guarantee confidentiality.. If it appears likely that a student is at risk and there is a child protection issue to be addressed it is a legal requirement that information must be passed to the Designated Member of Staff, Mrs A Parfitt. The DMS will decide upon further action involving appropriate others as necessary.

Framework.

At Lyndon School Humanities College, Sex and Relationships Education will be delivered through a number of curriculum areas. These will include Health and Social Care (Key Stage 4), Statutory elements of the Science curriculum, Religious Education, Personal, Social, Health Education and Citizenship. There may also be reference to it in other areas e.g. English literature, Geography in discussions about population size, etc.

We will;

- not allow the personal beliefs and attitudes of staff will to influence what is taught and how.
- expect staff to work within the agreed framework of the Lyndon School Humanities College Policy.
- facilitate written work and discussion about the nature and place of marriage and stable relationships in family life and in bringing up children. This will not suggest or encourage early experimentation but should enable students to mature and develop their confidence and self esteem and understand the reasons for delaying sexual activity.
- provide forums for discussion about issues related to sexual orientation but will not make judgements about their appropriateness.
- deal with issues associated with abortion. Discussion should be balanced and factual and students should be encouraged to share their own views which should be respected.
- encourage mutual tolerance and respect as expected in a multicultural society, and through consideration of other cultural and religious beliefs.

Parental rights to withdraw students.

Parents have a statutory right to withdraw their children from aspects of sex education. If a parent wishes to withdraw their child then the school must be informed in writing. Alternative arrangements will be made for such students.

Incidental coverage.

In some subject areas topics related to sex may occur from time to time quite incidentally. Limited discussion should not be affected by parental decisions to withdraw their child from sex education but in any planned activity this should be taken into account.

Parental involvement.

- We will endeavour to ensure that parental views and concerns are met wherever possible.
- At the start of each Key Stage the Team Leader will be responsible for producing details to be sent home with students informing parents of the outline Sex and Relationships programme for that Key Stage and comments requested.
- We will provide parents with details of any changes which may have to be made.
- At the end of each school year students and parents will be invited to respond to an evaluation questionnaire.

Involvement of others.

- Appropriately qualified personnel will be invited to participate and advise or support individuals or groups as necessary e.g. Health Authority School Nurse.

Evaluation.

- Students and staff will undertake an evaluation at the end of the module of work.
- Surveys will be undertaken with a cross section of students and parents.
- Feedback will be used in considering curriculum development.
- Students, parents, staff and appropriate others will be involved in reviewing this policy.

CURRICULUM INFORMATION

KEY STAGE THREE

By the end of Key Stage 3, students should be able to;

- manage changing relationships,
- ask for help and support,
- explain the relationships between their self-esteem and how they see themselves,
- develop skills of assertiveness in order to resist peer pressure and stereotyping,
- see the complexity of moral, social and cultural issues and be able to form an informed view of their own,
- develop good interpersonal skills to sustain existing relationships as they grow and change and to help them form new relationships,
- be tolerant of the diversity of personal, social; and sexual preferences in relationships,
- develop empathy with the core values of family life in all its variety of forms
- recognise the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage,
- recognise the stages of emotions in relation to loss and change caused by loss, separation and new family members and how to manage their feelings positively.

By the end of Key Stage 3, students should know and understand;

- that fertilisation in humans is the fusion of a male and female cell,
- the physical and emotional changes that take place during puberty and adolescence,
- about 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, especially STI's including HIV and AIDS,
- how the media influence understanding and attitudes towards sexual health, including same sex relationships,
- how good relationships can promote mental well-being
- the law relating to sexual behaviour of people,
- the sources of advice and support, and how to get help if in emergency situations,
- about when and where to get help and professional advice.

By the end of Key Stage 3, students should have considered;

- the benefits of sexual behaviour within a committed relationship,
- how their own view of themselves affects their self-confidence and behaviour,
- the importance of respecting difference in relation to gender and sexuality,
- how it feels to be different and be discriminated against
- issues such as the effects of early sexual activity,
- the unacceptability of prejudice and homophobic bullying
- the rights and responsibilities within relationships.

KEY STAGE FOUR

By the end of Key Stage 4, students should be able to;

- recognise the influences and pressures around sexual behaviour and respond appropriately and seek professional health advice with confidence,
- manage emotions associated with changing relationships with family and friends,
- see both sides of an argument and express and justify a personal opinion,
- have the determination to stand up for their beliefs and attitudes,
- make informed choices about the pattern of their lifestyle which promote well-being,
- have the confidence to assert themselves and challenge offending behaviour,
- develop qualities of empathy and sympathy, and the ability to respond emotionally to the range and depth of feelings within close relationships,
- work co-operatively with a range of people who are different from themselves.

By the end of Key Stage 4, students should know and understand;

- the way in which hormonal control occurs, including the effects of the sex hormones, some medical uses of hormones including the control and promotion of fertility,
- how sex is determined in humans,
- how HIV and other sexually transmitted infections affect the body,
- the link between eating disorders and self-image and sexual identity,
- the risks of early sexual activity and the link with the use of alcohol,
- how the different forms of contraception work and where to get advice,
- the role of statutory and voluntary organisations,
- the law in relation to sexual activity for young people and adults,
- how their own identity is influenced by both their personal values and those of their family and society,
- how to respond appropriately within a range of social relationships,
- how to access the statutory and voluntary agencies which support relationships in crisis,
- the qualities of good parenting and its value to family life
- the benefits of marriage or a stable partnership in bringing up children
- how different forms of relationship, including marriage, depend on maturity and commitment for their success.

By the end of Key Stage 4, students should have considered;

- their developing sense of sexual identity and feel confident and confident with it,
- how personal, family and social values influence behaviour,
- the arguments around moral issues such as abortion, contraception and the age of consent,
- the individual contributions made by partners in a sustained relationship and how these can be happy and of benefit to both,
- the consequences of close relationships including having children and how this will create family ties which impact on their lives and those of others.