



Marden High School

Marden High School RSE Policy

Marden High Sex and Relationships Education Policy

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Definition

Sex and Relationship Education (SRE) is about the emotional, social and cultural development of pupils and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

SRE involves a combination of sharing information, and exploring issues and values.

Rationale

We have based our school's Sex and Relationship education policy on the DfE guidance document Sex and Relationship Education Guidance (ref DfE 0116/2000) & The DfE Call for Evidence Document (launch 19.12.2017). Sex and relationship education is defined as 'learning about physical, moral and emotional development', stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health.

Sex and Relationship Education is part of personal, social and health education. It focuses on relationships, equality, friendships, family life, marriage, communication, safety, respect, trust and caring for others. Details about life cycles and reproduction are included in our Sex and Relationship Education and are addressed in the Science curriculum.

Sex and Relationship Education (SRE) contributes to Social, Moral, Spiritual and Cultural development, providing an open and safe environment for children to learn about positive relationships, to value and respect themselves and others and to make responsible and reasoned choices.

SRE is compulsory from Year 7 onwards. It is inclusive and is an entitlement to all pupils, regardless of gender, race, ability or disability.

Aims and Values

The aim of the policy is to empower pupils to enable them to make both informed and appropriate choices and to increase their knowledge and understanding.

Sex and relationship education is an essential part of the education of all pupils. It is important that our pupils leave Marden with the confidence and ability to make informed and responsible choices. To be most effective the Sex Education programme needs to reflect the needs of the pupil and in this respect is one which builds upon and increases the existing knowledge of pupils as they progress from year 7-11.

Marden is committed to working in a collaborative, multi-agency approach in order to promote the best outcomes for our pupils. This will be achieved through effective working with stakeholders and partners sharing values and attitudes in order to deliver a comprehensive SRE programme which reflects the 'purpose, values and needs' of the whole-school community.

We aim to:

- Nurture a responsible attitude towards personal relationships and friendships including aspects of mutual respect, trust and care.
- Develop sensitivity towards the needs of others.
- Learn about the importance of family life.
- Learn about the physical development of their bodies as they grow into adults.
- Provide knowledge about life cycles of living things including humans.
- Encourage exploration of values and moral issues taking into account physical and moral risks associated with certain behaviour.
- Educate against discrimination and prejudice.
- Empower children to make informed choices about their safety and wellbeing and to recognise their responsibility for their actions.
- Let students explore their own and others attitudes. Develop the skills that enable informed healthy living.

Values:

There are clear values that underpin SRE including:

- Mutual respect
- Bringing up children
- Rights and responsibilities, for self and others
- Commitment to safety and wellbeing
- Gender equality
- Acceptance of diversity
- That violence and coercion in relationships are unacceptable

Context

In the DfE Call for Evidence ('Changes to the teaching of Sex and Relationship Education and PSHE'; December 2017) it states "*The decision [to support all young people to stay safe and prepare for life in Modern Britain by making SRE mandatory in all schools] was taken in recognition of the fact that children need more support growing up in an increasingly complex and digital world*" (p.7).

We teach Sex and Relationship Education in the context of the school's aims and values. As stated in the School Development Plan (2017-2018): "*Students and teachers at Marden feel respected as individuals, each with their own interests, talents and needs. We encourage each other to develop a deeper understanding of ourselves, of our own aspirations, and of our fears and anxieties. All members feel part of the larger community but know they will not be lost in the crowd*". Therefore, at Marden, The purpose of SRE is to assist pupils to prepare for adult life by supporting them through their physical, emotional and moral development. It is to help pupils understand themselves, respect others and form and sustain healthy relationships.

It is part of a wider social, personal, spiritual and moral education process; pupils should be taught to have respect for their own bodies; pupils should learn about their responsibilities to others, and be aware of the consequences of their actions; it is important to build positive relationships with others, involving trust and respect.

Organisation and Approach

Sex and Relationship Education is taught throughout the school from year 7 to 11, with particular reference to developing positive relationships and practising safe sex. Sex and Relationship Education is taught in Personal Development (PD) curriculum and Science.

SRE is taught by form tutors and science teachers as part of the PD and Science curriculum.

A range of teaching and learning approaches are used to give pupils relevant information and to develop appropriate skills. Issues are explored in a range of methods including peer education (pairs/groups), discussion, debate, role-play and drama. The expertise of our partners in the form of Public Health Nurses and Youth Out-Reach Workers is used to enhance delivery of specific and/or sensitive material/issues.

A wide-range of teaching materials and resources are used upon advice from the LA PSHCE advisory team and the Health Education team. Other materials may include video/DVDs, PowerPoint presentations, booklets, photocopiable materials, models and exemplar items and expert visitors.

Evaluation and development of resources is an ongoing process which involves reflection and evaluation by teachers and pupils.

During SRE lessons children are invited to ask further questions and to discuss issues with their teacher and support staff. Staff will answer student's questions in an open, factual and appropriate way but will not enter into discussions about personal issues. Staff will also encourage the children to discuss questions with their parents.

Parents / carers may wish to withdraw their child from SRE. If this is the case, then the school must be notified. Requests for the withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to the pupils who are withdrawn from SRE.

Content

The subjects focus on:

- Different types of relationships, including friendships, family relationships, dealing with strangers and intimate relationships;
- How to recognise, understand and build healthy relationships, including self respect and respect for others, commitment (including marriage and civil partnerships), boundaries and consent, tolerance, and how to manage conflict, and also how to recognise unhealthy relationships, including bullying, coercion and exploitation;
- Healthy relationships and safety online, including use of social media, cyberbullying, sexting;
- how relationships may affect health and wellbeing, including the importance of good mental health and resilience; and
- Sex, sexual health and sexuality.

Inclusion/Difference and Diversity

SRE will meet the needs of all students, including those with special educational needs. We work in partnership with the SENDCO and parents to ensure that all students experience a quality SRE programme. We also consult with students and parents who may have different needs due to religious or cultural beliefs.

The school is committed to teaching the children to respect themselves and others regardless of difference in religion, culture or sexuality.

Safeguarding

Teachers conduct Sex and Relationship education lessons in a sensitive manner and in confidence. It is the responsibility of the classroom teacher to create a safe environment through ground rules and distancing techniques. However, if a child causes the teacher reason for concern, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of a child protection officer. The child protection officer will then deal with the matter in consultation with health care professionals. School safeguarding procedures must be followed when any disclosures about abuse are made. Child Protection Officers Bronia Reece and Alison Charlton.

The role of parents

We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we answer any questions that parents may have about the Sex and Relationship education of their child. We also take seriously any issue that parents raise with teachers or governors about our policy or the arrangements for Sex and Relationship education in the school.

We believe that, through the exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

The role of the students

The students, via the School Cabinet will be consulted about the key aims of the SRE policy and will contribute to the programme development.

The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Primary Care Trust, such as the school nurse and other health professionals, give us valuable support with our Sex and Relationship education programme. Other people that we call on include social workers. All sessions would be jointly planned with the classroom teacher or the SRE Lead and visitors will follow school policies.

The role of the Head teacher / PD Co-ordinator

It is the responsibility of the Headteacher or SRE Lead to ensure that both staff and parents are informed about our Sex and Relationship education policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Headteacher or SRE Lead liaises with external agencies regarding the school Sex and Relationship education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The Headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

The Role of the Governors

The Governors will approve the SRE policy and hold the Headteacher and PD Coordinator to account for its implementation.

Assessment/Evaluation

Varying forms of assessment are used such as peer, self, reflective, observational and teaching. Assessment is used to identify what learners already know and what areas need to be developed further.

Monitoring and review

It is essential that the SRE policy reflects changes in legislation and current attitudes in society and it is therefore the subject of continual review and updating. The evaluation of teaching and learning for staff will be in line with the normal school monitoring and evaluation procedures and for students, through evaluation and by the observations and feedback from visiting speakers.