



400 YEARS OF EXCELLENCE

Sex and Relationships Policy Draft

Policy approval date	June 2018
Policy review date	June 2021
Policy Lead	Huw Davies (Assistant Headteacher)
Governor or SLT approval	Governor
Governor committee responsible for policy	Curriculum

Policy on Sex and Relationships Education

This policy was developed in response to Sex and Relationship Education Guidance DfE 2000, the National Teenage Pregnancy Strategy and National Healthy Schools Programme.

School Context

- Richard Hale School receives an all male intake in Year 7 from local primary feeder schools in accordance with C.S.F. Student Services Legislation, and both male and female students in Years 12 and 13
- The school provides sex and relationships education (SRE) to all students aged 11-18
- The school is predominately white with few ethnic groups represented
- The school population reflects a largely Christian faith with a minority Hindu and Muslim religious influence

Legal Framework

- Sex and Relationships Education (SRE) is provided within the PSHE framework as distinct from the National Curriculum Science Order
- This policy fulfils the legal requirements as laid out in the Education Act (1996)
- It also follows the SRE Guidance 2000, which complies with the legal requirements of the Learning and Skills Act (2000) (section 148 Sex Education) (which replaced D of E Circular 5/94)

Purpose of SRE

A key aim of the school is that each pupil will develop the skills and knowledge to make decisions. Decisions about how they relate to others can only be made if they have adequate knowledge and understanding of their own physical and emotional development. This is not a task for the school in isolation, and we seek to work with parents to ensure that the teaching of sex education reflects their expectations and complements teaching at home.

Definition of SRE

Richard Hale School interprets SRE as a lifelong learning about physical, moral and emotional development, embedded in a context that enhances the self-worth and confidence of each individual, developing an understanding of their own sexual identity and orientation, and encouraging mutually respectful relationships and empathy for others.

SRE has three main elements.

1. Attitudes and Values

- Learning the importance of values and individual conscience and moral considerations;
- Recognising the value of stable and loving relationships for the nurture of children;
- Learning the values of respect, love and care;
- Exploring, considering and understanding moral dilemmas;
- Developing critical thinking as part of decision making; and
- Tolerance and understanding of diverse sexual identities and orientations.

2. 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.

3. Knowledge and understanding.

- Learning and understanding physical development at appropriate stages;
- Develop an understanding of their own sexual identity and understand human sexuality, reproduction, disability, sexual health, inherited disorders, 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.

Organisation

- SRE is managed by the PSHE Co-ordinator and Year Heads. At strategic points in this process the School Nurse, the Director of Science and the Head of Biology are also involved.
- Heads of Year and Form Tutors are ultimately responsible for the overall delivery to their year groups. Delivery and content will be reviewed with the PSHE coordinator regularly.

Delivery

- SRE will be delivered by tutor teams and other specialist staff with whom students have a regular contact with well established patterns of communication.
- A variety of approaches are used to give students relevant information, eg moral issues are explored through discussion.
- Clear guidance on our expectations of a moral and non-judgmental stance will be given.
- Planned and discrete sections of work are delivered within Biology, PSHE and Religious Studies.
- Moral and ethical issues will be addressed as they arise from apparently unrelated topics in all national curriculum subjects. In these circumstances as long as any discussion is within the context of the subject it will not be deemed to be part of the formal SRE programme and therefore not subject to the right of withdrawal by parents or carers.
- Outside speakers, including specialists from the East Herts Health Service, the school nurse and theatre in education companies, may be involved in the delivery of SRE; great care will be taken when inviting any of these groups into the school.
- Appropriate resources will support the delivery of SRE, with guidance offered to form tutors.

Acts of Disclosure

Whilst students will be encouraged to discuss and reflect on issues they should be aware that some information cannot be held confidential, and made to understand that if certain disclosures are made certain actions will ensue. At the same time students will be offered sensitive and appropriate support. The following procedures will be adhered to by all adults:

- Professional information and guidance will always be sought from a health professional. The school will always encourage students to talk with their parents first.

- Students should be asked whether they can tell their parent(s) and whether they want help in doing so. If this takes place subsequent responsibility then lies with the parent(s). The family will be offered support from the school if required.
- If students refuse to tell their parent(s) the adult should refer them to a health professional.
- The adult should report the incident to the Headteacher who will consult with the health professional about informing the parent(s)
- Every effort will be made to offer advice and support in consideration of the family and student.
- In the case of disclosure or suspicion of possible abuse, the school's child protection procedures will be invoked.

Complaints Procedure

- Any complaints about the sex education curriculum should be made to the Headteacher who will report to the Governing Body.

Parental Partnership

- Under the Education Act 1993 parents and carers have the right to withdraw their children from all or part of the sex and relationship education programme. Parents wishing to exercise that right are asked to contact the appropriate Head of Year. Once a child has been withdrawn they cannot take part in later sex and relationship education without parental approval. We will make the programme available to parents upon request.

Monitoring and Review

- Sex and relationship education will be monitored by the PSHE Co-ordinator who will liaise with the Director of Science and the Head of Biology together with the Head of Religious Education. This policy is available on the RHS website and will be made available to all parents when their child enters the school. This policy will be reviewed every three years.

[End of Policy]