



Sex and Relationship Education Policy

1 Scope

Moral and Values Framework

Sex and relationship education will reflect the values of the PSHE and Citizenship programme. SRE will be taught in the context of relationships.

In addition SRE will promote self-esteem and emotional health and well-being and help students form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

2 Requirements

Aims and Objectives for Sex and Relationship Education

The aim of SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour.

This should take place with consideration of the qualities of relationships within families.

The objectives of Sex and Relationship Education are;

- To provide the knowledge and information to which all students are entitled.
- To clarify/reinforce existing knowledge.
- To raise students' self-esteem and confidence, especially in their relationships with others.
- To help students understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives.
- To help students develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others.
- To help gain access to information and support.
- To develop skills for a healthier safer lifestyle.
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.
- To respect and care for their bodies.
- To be prepared for puberty and adulthood.

The teaching programme for Sex and Relationship Education

Legal requirements

All schools must teach the following as part of the National Curriculum Science Orders, parents do not have the right to withdraw their child/children. For details refer to the National Curriculum for Science.

- Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.
- It is our intention that all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required.

The SRE programme for TCS both sites is as follows;

Reception

Children learn about what makes us different and unique, how plants grow, Easter/Spring and new life, farms (baby animals), life cycles of butterflies, self-care, hygiene and toileting.

Key Stage 1

Year 1

Children learn about working together and developing empathy, building positive relationships and respecting differences, how to say sorry and make amends, life cycles, positive touch and permission.

Year 2

Children learn about moving and growing, life cycles of various animals, how to care for your young, respecting others, sharing, turn taking, life cycles of plants, gifts and talents, healthy lifestyles, balanced diet, care for your teeth and headlice.

Key Stage 2

In science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby in years 5 & 6.

Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. Children continue to develop an understanding of relationships within a family; between friends and the community, and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

Sex and relationship education should focus on the development of skills and attitudes not just the acquisition of knowledge.

Key Stage 3

In science pupils are taught sex education through a unit called reproduction. This concentrates on the changes that occur during puberty for boys and girls. The unit also looks at the development of a baby from fertilization to birth.

In citizenship pupils discuss Feelings and Emotions and issues that surround puberty. They also start the APAUSE programme in year 8 (teacher led) and continue this in year 9. APAUSE stands for (Added Power and Understanding in Sex Education) The Apause peer programme is the most widely used in the country and has proved effective in classrooms representing a spectrum of ethnic and religious mixes. Peer educators are recruited and trained from the sixth form and are uniquely effective at creating a social norm in which unwanted pressure to become sexually involved is unacceptable.

The Apause peer programme comprises two two-hour sessions for Year 9 (age 13-14) students.

All the critical skills, ideas and pieces of information are contained in the 'Peer Manual'. Reading from the peer manual enables peer educators to quickly develop a personal and effective style of delivery without having to memorise large amounts of text. This ensures Year 9 students benefit from a full curricular entitlement consistently delivered to a high standard.

The peers complement the adult-led components of Apause and have a direct impact on the social dimensions of sexual and relational health. Highly interactive and participatory, the peer sessions are greatly valued by the learners and influence those normative beliefs, expectations and behaviours which help them to exercise healthy choices.

Key Stage 4

The APAUSE material is revisited in year 10

Key Stage 5

Students are encouraged to become peer educators to year 9 students. This provides an excellent opportunity for students to review and reflect upon their SRE and how they have developed.

The organisation of Sex and Relationship Education

For Exeter Road the co-ordinator for the citizenship programme is responsible for coordinating sex and relationship education. At Mill Lane the Key Stage Leaders are responsible for co-ordinating sex and relationships education.

At Mill Lane Sex and relationship education is delivered through topic work, science, PSHE, SEAL and literacy activities. Sex and relationship education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse.

At Exeter Road SRE is taught during citizenship programme which is delivered by form tutors and sixth form peer mentors.

A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of video, discussion, looking at case studies, drama and role play.

Sex and relationship education is usually delivered in mixed gender groups; however, there may be occasions where single gender groups are more appropriate and relevant.

Resources to teach sex and relationship education include fiction, reference books, leaflets and extracts from videos as well as the APAUSE material.

Sex and relationship education is monitored and evaluated by the Assistant Principal responsible for citizenship as part of the school's development plan. As a result of this process changes will be made to the sex and relationship education programmes as appropriate.

Specific Issues

- Parental consultation

The school includes information on the citizenship programme on the school website and full details are available on request.

At Mill Lane parents are provided with information on the content of each topic at the start of each half term or new topic.

Parents have the right to withdraw their children from those aspects of sex and relationship education, not included in the National Curriculum Science Orders, and alternative work would be set. However this rarely happens; by working in partnership with parents they recognise the importance of this aspect of their child's education.

- Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. These ground rules are as follows

- to agree to have mutual respect,
- no put downs
- no personal information.

Teachers will endeavor to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

- Use of visitors

"Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator's and teacher's responsibility to plan the curriculum and lessons." Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11

When appropriate, visitors such as the school nurse may be involved in the delivery of sex and relationship.

- Children with special educational needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

3 Key Terms and Definitions

ACRONYM	TERM	DEFINITION
APAUSE	Added power and understanding in sex education	
SRE	Sex and relationship Education	
SEAL	Social and emotional aspects of learning	

Amendment Record

VERSION #	DATE	AMENDED BY	NATURE OF CHANGE
Draft 1	27.11.13	RW	
