



Lincoln Christ's Hospital School

Sex and Relationships Education Policy

SLT Link member of staff: **Claire Owens**

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1 INTRODUCTION

- 1.1 Effective SRE is essential if young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation, but be firmly rooted within the framework for SPIRITUAL MORAL SOCIAL AND CULTURAL (SMSC) and the National Curriculum.
- 1.2 The objective of SRE is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in our SPIRITUAL MORAL SOCIAL AND CULTURAL (SMSC) provisions, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. In addition to this, development of these skills will be supported by Citizenship Day and national curriculum subjects.
- 1.3 This policy reflects the consensus of opinion of all school stakeholders gained via our usual consultation process. It was agreed by the governing body at the meeting held in the summer term of 2016.
- 1.4 The implementation of this policy is the responsibility of all members of staff but especially those who contribute to the preparations of materials and programme for SPIRITUAL MORAL SOCIAL AND CULTURAL (SMSC) and Science.

2 DESCRIPTION OF THE SETTING

- 2.1 This policy reflects the character of our large city secondary school. It recognizes our responsibility to teach SRE to students as they move from childhood to the status of young adults.

3 HOW THE POLICY WAS FORMULATED

This policy was informed by reference to the QCA/DfEE Curriculum and Standards Guidance for SRE, Ref: DfEE 0116/2000. It was written by the Pastoral Deputy Head following consultation with the Head teacher, full staff, students and full governing body (including parent governors) and reflects all their views.

4 AIMS AND OBJECTIVES OF THE POLICY

- 4.1 SRE is a part of lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of partnerships for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual activity or sexual orientation. It has three main elements:-
 - 4.1.1 **Attitudes and values** – the importance of values and individual conscience and moral considerations; the value of family life, marriage

and stable and loving relationships for both their own emotional well-being, and for the nurture of children; the value of respect, love and care; exploring, considering and understanding moral dilemmas; developing critical thinking as part of decision-making.

4.1.2 **Personal and social skills** – to manage emotions and relationships confidently and sensitively; developing self-respect for themselves and empathy for others; to make choices based on an understanding of difference and with an absence of prejudice; an appreciation of the consequences of choices made; managing conflict; to recognize and avoid exploitation and abuse.

4.1.3 **Knowledge and understanding** – learning and understanding physical development at appropriate stages; understanding their own and human sexuality, reproduction, sexual health, STIs, emotions and relationships; learning about contraception and the range of local and national sexual health advice, contraception, and support services, both within the wider community and in school; learning the reasons for delaying sexual activity and the benefits to be gained from such delay; the avoidance of unplanned pregnancy, know how the law applies to sexual relationships

4.2 Effective SRE is best achieved through a whole-school approach and this policy is appropriately set for the age and maturity of our pupils. Parents/carers are involved, staff are given appropriate training and support when required and students' views are listened to.

5 **MORAL AND VALUES FRAMEWORK**

5.1 SRE should contribute to promoting the spiritual, moral, cultural, mental and physical development of all pupils and to prepare all pupils for the opportunities, responsibilities and experiences of adult life.

5.2 Pupils should be taught about the nature and importance of marriage/stable partnerships for family life and bringing up children, but the Government recognizes that there are strong and mutually supportive relationships other than marriage. Therefore pupils should learn the significance of marriage and stable relationships as key building blocks of community and society. Care needs to be taken to ensure that there are no stigmatizations of students based on their home circumstances.

5.3 The views and religious convictions of all pupils and their parents/carers should be respected.

6 CONTENT HEADINGS FOR THE SRE PROGRAMME

- 6.1 The combined SPIRITUAL MORAL SOCIAL AND CULTURAL (SMSC) and Citizenship framework at KS3 and KS4 is developed through themes. These are: developing confidence and responsibility and making the most of pupils' abilities; preparing to play an active role as citizens; developing a healthier, safer lifestyle; developing good relationships and respecting differences between people.
- 6.2 The SRE will be delivered via both our Citizenship/SPIRITUAL MORAL SOCIAL AND CULTURAL (SMSC) provision and Science lessons. Outside agencies (E.g. Health professionals – the school nurse) are used, for details of the specific SRE content please see the Citizenship and Science Schemes of work.

7 THE ORGANISATION OF SRE

- 7.1 Teaching methods will be whole class, mixed gender. Teaching strategies will include: establishing ground rules with pupils; using “distancing” techniques (e.g. depersonalizing discussions i.e. through role play/use of videos/theatre groups); knowing how to deal with unexpected questions or comments from pupils; using discussion, appropriate materials and encouraging reflection.
- 7.2 Materials used in schools for the SRE will be in accordance with the PSHE framework and the law. The school will ensure that pupils are protected from teaching and materials which are inappropriate, having regard to the age and cultural background of all pupils.

8 SPECIFIC ISSUES STATEMENTS

- 8.1 Parents are the key people in teaching their children about sex, relationships and growing up. All policies are available for inspection by parents/carers. The school will endeavour to work in partnership with parents in order that the SRE programme will complement and support their role as parents.
- 8.2 Teachers have a responsibility to ensure the safety and welfare of pupils and because teachers act in loco parentis, the personal beliefs and attitudes of teachers will not influence the teaching of SRE within the PSHE framework.
- 8.3 All parents/carers have the right to see materials and resources that will be used in delivering the SRE, All parents/carers have the right to withdraw their child from all or part of the SRE except for those parts included in the statutory National Curriculum.
- 8.4 The school has a clear and explicit confidentiality policy – teachers cannot offer or guarantee pupils unconditional confidentiality and teachers are not legally bound to inform parents or the head teacher of any disclosure unless the head teacher has specifically requested them to do so.
- 8.5 If abuse is suspected, teachers should follow the school's child protection procedures and links with other policies e.g. anti-bullying.

- 8.6 Delivery of SRE is not the sole responsibility of schools. Parents and members of the wider community have much to offer. The school will work effectively in partnership with parents and others in the wider community. Health professionals, social workers, youth workers, peer educators and visitors all have a part to play in delivering SRE and will abide by the school's policy.
- 8.7 Pupils with special needs will receive SRE. Teachers may find that they have to be more explicit and plan work in different ways in order to meet the individual needs of those children with special educational needs or learning difficulties.

9 RESOURCES

- 9.1 Resources used for SRE as part of the SPIRITUAL MORAL SOCIAL AND CULTURAL (SMSC)/Citizenship curriculum will be those as advised by the LEA/DFES they will be appropriate to the needs of the students and take into account both their chronological age and level of maturity, since we recognise at secondary level not all students reach puberty and adolescence at the same