

Sex and Relationships Education (SRE) Policy –March 2007

Sex and Relationships Education forms an important part of PSHE at Lambeth Academy. SRE is delivered within Citizenship at Key Stage 3 in Years 7, 8 and 9 and as a curriculum drop day. Students in all Key Stages will have further access to SRE through drop-in sessions at lunchtimes provided by Lambeth Health Team.

The Lambeth Academy SRE policy will be developed in consultation with staff, parents/carers, students, the local Healthy Schools Programme partnership, Primary Care Trust (School Nurse) and other agencies (e.g. SHARES).

The curriculum is required to:

- Promote the spiritual, cultural, mental and physical development of pupils at the school and society; and
- Prepare such pupils for the opportunities, responsibilities and experiences of adult-life.

Education Reform Act - 1988

A rationale for SRE:

‘A caring and developmental SRE programme needs to be more than just biology and the fundamentals of reproduction. Young People want reassurance about their body image, behaviour, feelings and relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs.’

They need to be given the opportunity ‘to articulate their thoughts, doubts and anxieties within a safe and trusted environment in order that they can build the skills needed to make responsible decisions, communicate effectively and develop healthy and appropriate relationships.

Central to the SRE programme is the growth of self-esteem and taking responsibility for oneself and one’s own actions. The development of pupils’ self-esteem is essential to an effective health education programme. If young people feel positive and good about themselves, they are more likely to take care of themselves, think positively of other people, and therefore, develop non-exploitative, caring relationships. They are also less likely to be exploited by others.’

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The aims of SRE:

The DFEE circular 0116/2000 states:

'... At Secondary level SRE should prepare young people for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgments and behaviour
- Be aware of their sexuality and understand human sexuality
- Understand the arguments for delaying sexual activity
- Understand the arguments for having protected sex
- Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships
- Have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationships they want
- Communicate effectively
- Have sufficient information and skills to protect themselves and, where they have one, their partner from unintended/unwanted conceptions, and sexually transmitted infections including HIV
- Avoid being exploited or exploiting others
- Avoid being pressured into unwanted or unprotected sex
- Access confidential sexual health advice, support and if necessary treatment
- Know how the law applies to sexual relationships

Statutory content of SRE in the Science curriculum

Key Stage 3

Students are taught SRE as part of the statutory **National Curriculum for Science** outlined below:

- That fertilisation in humans... is the fusion of a male and female cell
- About the physical and emotional changes that take place during adolescence
- About the human reproductive system, including the menstrual cycle and fertilization
- How the foetus develops in the uterus
- How the growth and reproduction of bacteria and the replication of viruses can affect health

Key stage 4

Students are taught SRE as part of the statutory **National Curriculum for Science** as outlined below:

- The way in which hormonal control occurs, including the effects of sex hormones
- Some medical uses of hormones, including the control and promotion of fertility
- The defence mechanisms of the body
- How sex is determined in humans

The school has further decided that the school should provide SRE in addition to that in the National Curriculum for Science in order to meet the agreed aims of SRE. (see above)

Providing a secure learning environment for PSHE (including SRE)

The school and classroom will provide a learning environment which is caring, supportive, safe and respectful. Students' views and needs will be valued and they will be in an environment which students will be encouraged to develop self-esteem, self-confidence, self-awareness, independence and responsibility for their choices and actions.

Establishing ground rules

Ground rules for SRE will be established between staff and students. These will be based on the following guidelines:

- No teacher or student will have to answer a personal question
- No one will be forced to take part in a discussion
- Only the correct names for parts of the body will be used
- Meanings of words will be explained in a sensible and factual way
- Each person's views and beliefs will be respected and listened to
- Levels of confidentiality will be observed except where these conflict with child protection procedures (see below)

Confidentiality and reference to child protection procedures:

Wherever appropriate teachers should encourage all students to discuss their concerns with parents/carers. The negotiation of '**Ground Rules**' in SRE sessions is important for this reason. Teachers should make it clear to pupils the level of confidentiality that they can offer. Due to the guidelines in the Child Protection Policy, teachers cannot offer or guarantee absolute confidentiality:

If a child discloses his/her intention to be, or who is being sexually active will be dealt with as a Child Protection (CP) matter. Teachers should consult with the school's designated CP leader for advice on all CP matters

Dealing with Difficult Questions:

- Students asking questions deemed personal should be reminded of ground rules and referred to an appropriate person/agency eg the school nurse
- If a question is too explicit and is inappropriate for the whole class or raises concerns, the teacher should acknowledge it and attend to it later on an individual basis
- Acknowledge if the answer is unknown
- If a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school's child protection procedures

DfEE Sex and Relationship Guidance (2000)

As a rule sessions should be with the whole class. Sometimes students may be taught in gender groups eg both boys and girls should know about the physical changes taking place at puberty but separate gender sessions to explain the details and to discuss such changes may be appropriate.

Parents/Carers' support, involvement and consultation in developing SRE:

Parents/Carers are key people in:

- Teaching their children about sex and relationships
- Maintaining the culture and ethos of the family
- Helping children cope with the emotional and physical aspects of growing up
- Preparing them for the challenges and responsibilities that sexual maturity brings

Parents/ carers have been consulted, via a questionnaire, on their views on the aims and content of SRE and on whom should teach key aspects of the curriculum

Parents/Carers' right of withdrawal:

Significant aspects of sex education remain part of the National Curriculum for Science. These must be taught to all pupils and parents/carers cannot withdraw pupils from such lessons. However, whilst the school considers all aspects of SRE to be a valuable and important part of PSHE, parents/Carers do have a right to withdraw their children from all or part of sex education outside the National Curriculum. When SRE is due to be taught, letters informing parents/carers of the planned SRE sessions and their right to withdraw are sent home.

The use of External Agencies in delivering SRE

The school will collaborate closely with outside agencies in the delivery of SRE. These include the Primary Care Trust (working through the school nurse), SHARES, Sure Start and Safe Space. All sessions delivered by outside agencies are planned according to the Quality Assurance Framework. Sessions delivered by outside agencies are evaluated by students and school staff to ensure standards and inform future planning.

Management, Monitoring and Evaluation of SRE:

SRE will be managed within Student Services in collaboration with Subject leader for Citizenship and SLT.

Student Services will:

- Monitor and evaluate the S.R.E. programme and Policy with the Senior Team
- Liaise with the whole school community, Lambeth Health Team eg school nurse about the provision for PSHE (annually)
- Advise on the update and evaluation of resources as advised by the Health team
- Assess staff training needs
- Keep up to date with current legislation
- Discuss with any interested parents/carers the content of the S.R.E. programme

Complaints:

If a complaint is made about the delivery or content of the SRE programme it should be made in writing to the Principal. If this is not settled to a parent/carer's satisfaction, the Governing Body, through formal complaints procedures, will investigate the complaint