



Robert Clack School of Science

Sex & Relationship Education Policy 2015 – 2016

13/10/2015

Ratified on :

Signed by : *Neil J. Greach*
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(Chair of Governors)



Robert Clack School of Science Policy

36. Sex and Relationship Education Policy

The Governing Body, Head Teacher and Staff will ensure that the policy is implemented equally in all cases, without regard to ethnic origin, cultural differences, gender, disability or sexuality issues. They will ensure that pupils are listened to and that their concerns are appropriately addressed.

This policy will be monitored by Sir Paul Grant, Mr. R. Taylor, Mr. S. Richardson, Mr. J. Hamill and the Governing Body.

Rationale

- Sex and Relationship Education is lifelong learning about physical, moral and emotional development.
- An understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care is fundamental to the teaching of SRE.
- The teaching of sex, sexuality and sexual health is of paramount importance and while the school recognises this, the promotion of sexual orientation or sexual activity is avoided as it represents inappropriate teaching. Discussion of these topics will occur in some lessons. These will link with ideas/myths about Section 28, and the relevance to all pupils about homophobic bullying issues.
- Effective SRE as part of PSHE, along with Science, other national curriculum subjects and within a whole-school approach will help young people to make responsible and well-informed decisions about their lives.

The Teenage Pregnancy Report stated that there are currently nearly 90,000 conceptions to teenagers a year in England, of which around 8,000 were to girls under 16. This figure is the highest in Europe. Reasons given in the Teenage Pregnancy report are:

Neglect

Low expectations – no reason not to get pregnant;

Ignorance – young people do not know how easy it is to get pregnant and how hard it is to be a parent;

Mixed messages – sexually explicit messages are everywhere, giving the impression that sexual activity is the norm;

Sex is not normally talked about in a supportive way.

Barking and Dagenham has relatively high pregnancy rates with approximately 64.5 out of 1,000 pregnancies in girls under the age of eighteen compared with 41.3

pregnancies nationally. There are the obvious risks to health but the situation also leads to greater dependence, it undermines potential achievement in education and further employment, places greater stress on the young person and their family, and denies choices available to others.

The Teenage Pregnancy Report states that:

‘Teenage parents are more likely than their peers to live in poverty and unemployment and be trapped in it through lack of education, child care and encouragement.’

It also says that:

‘The death rate for the babies of teenage mothers is 60% higher than for babies of older mothers and they are more likely to have low birth weights, have childhood accidents and be admitted to hospital. In the longer term their daughters have a higher chance of becoming teenage mothers themselves.’

The school is committed to the National Healthy School Standard in which Sex and Relationship Education is a key element.

Purpose

The school’s objective is to support and help our pupils through their physical, emotional and moral development. We will help our pupils to move with confidence from childhood through adolescence into adulthood respecting themselves and others in the process. Most of the Sex and Relationship Education programme is taught through PSHE, but other subjects, Science in particular have important input into the whole programme.

Effective Sex and Relationship Education does not encourage sexual experimentation. It teaches young people to understand human sexuality and to respect themselves and others. Our pupils will be enabled to mature, to build up their confidence and self-esteem, and understand the reasons for delaying sexual activity.

Pupils will be given accurate information and helped to develop skills to enable them to understand difference and respect themselves and others, and for the purpose also of preventing and removing prejudice.

SRE Co-ordinator

SRE is taught mainly through PSHE and Citizenship. Other elements of SRE are taught elsewhere in subjects such as Science and RE. The linking of subjects through inter-departmental meetings gives coherence to the programme as does input from the school’s Child Protection Co-ordinator, the school’s pastoral system and the school Health Advisor.

SRE – clearly defined in the curriculum

The Sex and Relationship Education programme is one of the key elements in the PSHE spiral curriculum. It also occurs in the Science and RE schemes of work.

Professional Development for Teaching Staff

Teachers and other staff use a range of strategies to help children and young people develop confidence in talking, listening and thinking about sex and relationships. Form Teachers especially need to know how to effectively establish ground rules, introduce distancing techniques, make use of discussion and project learning and encourage reflection.

All teachers are made aware of courses organised by the LA offering a range of CPD opportunities, including SRE, which can be attended at the Westbury Centre or delivered by CIAS in the school. LBBB's Action Plan to reduce teenage pregnancy includes 'Ensure a consistent programme of SRE, training and resources in all schools.'

Various outside organisations including health professionals, educational social workers, youth workers, peer educators and visiting theatre groups all contribute to the delivery of SRE and come under the umbrella of the school's policy when working in the school. Their work enhances that of the qualified teachers, who deliver the curriculum. The school plans and manages the education of the pupils.

Links with other school policies

The Sex and Relationship Education policy links and is consistent with all other school policies, particularly the PSHE policy, school behaviour and discipline policy, and structures e.g. home/school agreement, action plans etc.

This is undertaken within the PSHE department as part of topics taught in the subject.

Cross-Phase Liaison

The Sex and Relationship Education curriculum demonstrates a coherent progression through Key Stage 3 PSHE lessons into Key Stage 4.

Funding for SRE

The PSHE department has an annual capitation allowance, which the Subject Leader allocates as appropriate.

Pupil Input to the SRE Programme

End of Year evaluations allow pupils to comment on and suggest how areas might best be covered.

The Media

The school has a designated person responsible for dealing with any media enquiries. The school will ensure that where possible, there is a consistency of information with all parties involved. The school will endeavour to respect the privacy of all individuals concerned.

Health Advisor

There is a full-time Health Advisor in school who is employed by the Primary Care Trust. This person has access to all school pupils in respect of the above.

Location of the Policy

The policy is located within the Staff Handbook and with the Governing Body. The policy has been approved by the Governing Body and will be reviewed as appropriate.

September 2015