



## **Sex and Relationships Education Policy**

### **What is Sex and Relationship Education (SRE)?**

SRE is lifelong learning about physical, sexual, moral and emotional development. It is about understanding the importance of stable and loving relationships, respect, love, care and family life. SRE involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

### **Principles and Values**

At Sackville School we believe SRE should:

- Be an integral part of the lifelong learning process
- Be an entitlement to all young people and support students as they grow, mature and learn more about themselves and the world they live in
- Encourage students and teachers to share and respect each other's views in a mutually respectful way
- Generate an atmosphere where questions and discussion on sexual matters can take place without stigma or embarrassment
- Recognise that parents and carers are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting with them about the content of programmes
- Recognise the wider community has much to offer and we aim to work in partnership with health professionals, social workers, charity organisations and other professionals
- Recognise that we live in a diverse society where there are differences in sexual orientation.
- Take into account the fact that individuals and families from different cultures, religions and ethnicities may have different attitudes towards sex and relationships and respect these different beliefs
- Contribute to students being safe physically and emotionally and in a position to manage risk and lead healthy and happy lives

### **Aims and Objectives**

- The aim of SRE is to provide balanced factual information about human reproduction with consideration of the broader emotional, ethical, religious and moral dimensions of sexual health.

Our SRE programme aims to prepare students for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour
- Have the confidence and self-esteem to value themselves and others

- Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships
- Avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex
- Develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice and promote equality and diversity
- Communicate effectively by developing appropriate terminology for sex and relationship issues
- Understand the arguments for delaying sexual relationships
- Understand the reasons for having protected sex
- Have sufficient information and skills to protect themselves and their partner (if they have one) from Sexually Transmitted Infections
- Be aware of the sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- Know how the law applies to sexual relationships

### **Organisation and Content**

SRE will be taught through the Personal Development Curriculum (PDC). During their time at Sackville students will learn how good relationship can promote emotional well-being, how to manage their feelings positively and how to manage challenging relationships. Students learn the law relating to sexual behaviour, how to develop skills of assertiveness in order to resist peer pressure and stereotyping, sources of advice and support and when and where to get help. Students also learn about STIs and how different forms of contraception work. Arguments around moral issues such as abortion, contraception and the age of consent are also considered.

In addition, SRE will be supported in other curriculum areas including Science, Religious Studies, Health and Social Care and the Arts/English.

SRE issues will also be addressed at a whole school or whole year group level through assemblies, visits and collapsed curriculum days. Where appropriate and available suitably experienced and knowledgeable professionals from outside of school may be invited to contribute to the delivery of SRE in school.

### **Specific Issues within SRE**

#### **Withdrawal**

Parents/Carers have the right to withdraw their children from all or part of the sex and relationships education provided at school, although this is discouraged.

#### **Confidentiality**

As a general rule a child's confidentiality will be maintained by the teacher or member of staff concerned. However, if the teacher believes that the child is at risk or in danger, he/she will speak to the Designated Professional for safeguarding who will make an appropriate response based on the information available. The child will be informed that confidentiality is being breached and reasons why. The child will be supported throughout the process.

## **Child Protection**

The school has a separate Safeguarding and Child Protection Policy. Effective SRE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

## **Controversial and Sensitive Issues**

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. Issues are presented using a variety of views and beliefs so that students are able to develop their own, informed opinions but also respect that others may have different opinions

## **Dealing with Questions**

Both formal and informal SRE arising from students' questions will be answered according to the age and maturity of the students concerned. Questions do not have to be answered directly and can be addressed later. The school believes that individual teachers must use their skill, judgement and discretion in this area and refer to the Senior Designated Professional for Child Protection and Safeguarding if they are concerned.

## **Sexual Identity and Sexual Orientation**

Sackville School believes that SRE should meet the needs of all students regardless of their developing sexuality and should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying will be dealt with effectively and sensitively.

**Paul Street Autumn 2012**

**Reviewed N Feist Autumn 2014 and 2018**

**To be reviewed Autumn 2022**