

Light Hall School Sex and Relationships Education Policy

Date of Policy: June 2013

1. Moral and Values Framework

All students in the school will be made aware of the value of stable family life and relationships, and the responsibilities of parenthood. They will be helped to consider the importance of self-restraint, dignity, respect for themselves and others, acceptance of responsibility, sensitivity towards the needs and views of others, loyalty and fidelity. Students will be enabled to recognise that both sexes must behave responsibly in sexual matters.

2. Aims and Objectives

Aims

- 1) To present factual information in an objective, balanced and sensitive manner, set within a clear framework of values to encourage young people to give regard to moral considerations, the value of family life and an understanding of the law relating to sexual behaviour.
- 2) To encourage the acquisition of skills and attitudes which allow students to manage their relationships in a responsible and healthy manner.
- 3) To provide an understanding that positive, caring environments are vital for the development of a good self-image and that individuals are in charge of, and responsible for, their own bodies.

Objectives

Key stage 3

Students will:

- Recognise the importance of choice in managing relationships so that they do not present risks e.g. to health, to personal safety.
- Develop an understanding of the physical, social and emotional changes, which take place at puberty.
- Know the basic biology of human reproduction.
- Understand that people have the right not to be sexually active and recognise that parenthood is a matter of choice.
- Understand that transmitted infections can be passed on in many different ways, in some cases sexually.
- To be aware of the range of sexual attitudes and behaviours present in our society.

Key Stage 4

Students will:

- Understand aspects of Britain's legislation relating to sexual behaviour.
- Consider the advantages and the disadvantages of various methods of family planning in terms of personal preference and social implications.
- Be aware of the availability of statutory and voluntary organisations, which offer support in human relationships.
- Recognise and be able to discuss sensitive and controversial issues, which involve a consideration of attitudes, values, beliefs and morality.
- Be aware that feeling positive about sexuality and sexual activity is important in relationships.
- Be aware of partnerships, marriage and divorce and the impact of loss, separation and bereavement.

3. Rationale

- Students are entitled to obtain relevant and appropriate sex education
- Our programme of sex education will extend beyond the minimum requirements of the National Curriculum.
- Successful adulthood involves the understanding and constructive use of sexuality
- Sex education should increase students knowledge, self-esteem, self-control and self-confidence in the understanding of sexual matters and allow them to form caring and responsible relationships
- To explore moral, family and religious values, gender roles and stereotyping
- The delivery of sex education must fulfil all legal aspects

4. Equal Opportunities & Curriculum Entitlement

Every student through years 7-11 will have equal access and opportunity to the school's Sex and Relationships Education programme, regardless of race, colour, creed, ethnic origin, age, ability, sex or disability. The programme will be sensitive to the life-styles, beliefs, culture, attitudes and values of all students within the school community.

5. Organisation of school Sex and Relationships Education

Sex and Relationships Education delivered through PSD, Science, and life and Morality (RE)

The PSD Coordinator is responsible for implementing parts of this policy: planning the programme within PSD lessons (working with Heads of Year), monitoring cross-curricular provision, and liaising with outside agencies. Where appropriate, the school works with outside agencies and groups e.g. XStream deliver aspects of SRE. One of the members of the team is our school nurse, who, is a familiar face to the students and to whom they have confidential access during the drop-in clinics. The rules relating to DMS issues apply.

6. Confidentiality and Child Protection Procedures

This information is in the school's child protection policy. There are 2 DMS – Mr McCrainor & Mrs Sehmi

7. Parental Withdrawal from the Sex and Relationships programme

Parents have the right to withdraw their children from any or all parts of a school's programme of Sex and Relationships Education, other than those which are specified in National Curriculum Orders (e.g. in Science).

Withdrawal from Life and Morality (RE), which has elements of Sex and Relationships Education, has to be requested separately. Parents are asked to make their objections and reasons in writing to the Headteacher.

8. Monitoring

- Monitoring is annually, by the Heads of Year and by the schools programme of self review
- This policy is reviewed annually by the Director of Pastoral Care