



Monkseaton High School

Sex and Relationship Education Policy

Rationale

We have based our school's Sex and Relationship education policy on the DfE guidance document Sex and Relationship Education Guidance (ref DfE 0116/2000). In this document, sex and relationship education is defined as 'learning about physical, moral and emotional development' and is about understanding the importance of marriage (including gay marriage), for family life, stable and loving relationships, (whether straight, gay or bisexual), respect, love and care. It is also about the teaching of sex, sexuality, and sexual health.

Sex and Relationship Education is part of personal, social and health education. It focuses on relationships, equality, friendships, family life, marriage, communication, safety, respect, trust and caring for others. Details about life cycles and reproduction, including alternative reproductive technologies, are included in our Sex and Relationship Education and are generally addressed in the Science curriculum.

Sex and Relationship Education (SRE) contributes to Social, Moral, Spiritual and Cultural development, providing an open and safe environment for children to learn about positive relationships, to value and respect themselves and others and to make responsible and reasoned choices.

Aims and Objectives

We aim to:

- Nurture a responsible attitude towards personal relationships and friendships including aspects of mutual respect, trust and care.
- Develop sensitivity towards the needs of others.
- Learn about the importance of family life, including LGBT and families.
- Learn about the physical development of their bodies as they grow into adults.
- Provide knowledge about life cycles of living things including humans.
- Encourage exploration of values and moral issues taking into account physical and moral risks associated with certain behaviour.
- Educate against discrimination and prejudice.

- Empower children to make informed choices about their safety and wellbeing and to recognise their responsibility for their actions.
- Let students explore their own and others attitudes.
- Develop the skills that enable informed healthy living.

Context

We teach Relationship and Sex Education in the context of the school's aims and values. In particular, we teach Sex and Relationship Education in the belief that: it should be taught in the context of marriage and family life; it is part of a wider social, personal, spiritual and moral education process; children should be taught to have respect for their own bodies; children should learn about their responsibilities to others, and be aware of the consequences of their actions; it is important to build positive relationships with others, involving trust and respect.

Organisation and Approach

Sex and Relationship Education is taught throughout the school from year 9 to 13, with particular reference to developing positive relationships and practicing safe sex. Sex and Relationship Education is taught in Personal, Social and Health Education (PSHE) curriculum, tutorials and Science.

SRE is taught by form tutors and PSHE and science teachers as part of the PSHE and Science curriculum. The Public Health School Nurse also delivers an SRE lesson in years 10 and 11.

During SRE lessons children are invited to ask further questions and to discuss issues with their teacher and support staff. Staff will answer student's questions in an open, factual and appropriate way but will not enter into discussions about personal issues. Staff will also encourage the children to discuss questions with their parents.

Inclusion/Difference and Diversity

SRE will meet the needs of SRE students, including those belonging to the LGBT+ community. It will also meet the needs of those with special educational needs. We work in partnership with the SENDCO and parents to ensure that all students experience a quality SRE programme. We also consult with students and parents who may have different needs due to religious or cultural beliefs.

The school is committed to teaching the children to respect themselves and others regardless of difference in religion, culture or sexuality.

Safeguarding

School safeguarding procedures must be followed when any disclosures about abuse are made.

Child Protection Officers are Mrs Tracy Crowder, Mrs Kerry Davison-Kerr and Mr Gary Thompson.

Content

The following information draws on the DfE and other guidance on SRE and also reflects elements of the non-statutory framework for PSHE and Citizenship.

Because of the personal and social nature of the topics covered in SRE, **values and attitudes** are a central part of learning and moral development. There are clear values that underpin SRE including:

- mutual respect,
- the value of family life, marriage and of loving and stable relationships in bringing up children, including LGBT and families.
- rights and responsibilities, for self and others
- commitment to safety and wellbeing
- gender and LGBT+ equality
- acceptance of diversity, and
- that violence and coercion in relationships are unacceptable

The role of parents

We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we answer any questions that parents may have about the Sex and Relationship education of their child. Parents have been consulted and will be involved in any review of the policy. We also take seriously any issue that parents raise with teachers or governors about our policy or the arrangements for Sex and Relationship education in the school.

We believe that, through the exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

The role of the students

The students, via the School Council have been consulted about the key aims of the SRE policy and have contributed to the programme development.

The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Primary Care Trust, such as the school nurse and other health professionals, give us valuable support with our Sex and Relationship education programme. Other people that we call on include social workers, The Proud Trust, and youth workers. All sessions will be jointly planned with the classroom teacher or the SRE Lead and visitors will follow school policies.

Confidentiality

Teachers conduct Sex and Relationship education lessons in a sensitive manner and in confidence. It is the responsibility of the classroom teacher to create a safe environment through ground rules and distancing techniques. However, if a child

causes the teacher reason for concern, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of a child protection officer. The child protection officer will then deal with the matter in consultation with health care professionals.

The role of the Head teacher / PSHE Co-ordinator

It is the responsibility of the Headteacher or SRE Lead to ensure that both staff and parents are informed about our Sex and Relationship education policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Headteacher or SRE Lead liaises with external agencies regarding the school Sex and Relationship education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The Headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Assessment/Evaluation

Varying forms of assessment are used such as peer, self, reflective, observational and teaching. Assessment is used to identify what learners already know and what areas need to be developed further.

Monitoring and review

The Curriculum and Student Affairs Committee of the Governing Body monitors our Sex and relationship education policy. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The committee gives serious consideration to any comments from parents about the Sex and Relationship education programme, and makes a record of all such comments.