

MARYHILL HIGH SCHOOL



Sex and Relationship Education Policy (SRE)

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Introduction

SRE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. Maryhill is part of the Newcastle district SRE group. Our curriculum has been developed by Teachers, Health Care Professionals and the LEA Advisors from across the district.

Principles and Values

In addition Maryhill High School believes that SRE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people
- Encourage every student to contribute to make our community and aims to support each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage students and teachers to share and respect each other's views. Be aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents 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 them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

Sex and Relationship Education in Maryhill High School has three main elements:

Attitudes and Values

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning about the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making;
- challenging myths etc, misconceptions and false assumptions about normal behaviour.

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

Knowledge and Understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy

Aims

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

Organisation and Content of Sex and Relationship Education

Maryhill High School specifically delivers Sex and Relationship Education through its Personal & Citizenship Education (PACE) Programme, RE and Science lessons at KS3, and KS4. Some topics may also be discussed at KS5.

Much of the Sex and Relationship Education at Maryhill High School takes place within PACE lessons. Teachers generally deliver PACE with support from professionals where appropriate.

SRE lessons are set within the wider context of the PACE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

The PACE Programme and Science National Curriculum is taught in every year.

Any SRE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within

the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

More expert or specialist teachers support staff that are uncomfortable with teaching certain aspects of the curriculum. Support is offered from the PACE Subject Leader or SLT who will help with planning or delivery lessons if required.

Assessment is carried out within the PACE department assessments each year. There are clear links with Personal Learning & Thinking Skills (PLTS) and Social & Emotional Aspect of Learning (SEAL).

A topic map is given as an annex to this policy. This indicates what content will be taught in PACE or science or other lessons. Please see project overview.

Year Group	Unit Name	Areas covered
7	Puberty	Physical and emotional changes and how to manage them. Periods and reproduction Personal hygiene
	Body Image and Self Esteem <i>(some of this is also covered in Y8)</i>	Gender stereotypes Perceptions of body image Self esteem
	Relationships	Friendships and negotiation skills E Safety Changing relationships and loss
8	Relationships	Changing nature of relationship including sexual relationships Attributes of positive relationships
	Sexuality & Sexual behaviour	Myths and law in relation to sexual behaviour Influences on self image and sexual behaviour including alcohol Sexuality and discrimination Race and religion
9	Safer Sex and healthy Relationships	Safer choices in sexual relationships Consequences of sexual activity including pregnancy and STIs Contraception Pregnancy choices Sex and the law Sexual exploitation
10 or 11	Safer Sex/Sexual health	HIV/AIDS Issues involved in making sex safe Contraception & sexual health services Pregnancy choices Breast and testicular cancer

Year Group	Unit Name	Areas covered
10 or 11	Healthy Relationships	Self esteem & body image Assertiveness Sexual bullying Roles & responsibilities of being a parent

Newcastle School's SRE Topic Map- at Maryhill these topics will be incorporated into PACE lessons or PACE days

Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

Students with Special Needs

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

Right of Withdrawal of Students from Sex and Relationship Education

We write to parents at the beginning of each academic year to remind them of SRE arrangements within the curriculum.

Some parents may prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any SRE resources the school uses.

Confidentiality, Controversial and Sensitive Issues

Teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents or headteacher of any disclosure unless the headteacher has specifically requested them to do so.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the guidance above.

Monitoring and Evaluation of Sex and Relationship Education

It is the responsibility of the PACE Subject Leader to oversee and organise the monitoring and evaluation of PACE, in the context of the overall school plans for monitoring the quality of teaching and learning. PACE is treated as a subject department and all departments undertake yearly self-evaluation monitoring and evaluation exercises led by the School Leadership Team.

The Monitoring & Evaluation procedures might involve:

- School council
- Questionnaires to parents / carers
- Lesson observations
- Review of SRE curriculum content with staff and students
- Consultation with wider school community e.g. school nurse
- Consultation with school governors

The Governors are responsible for overseeing, reviewing and organising the revision of the Sex and Relationship Education Policy

OFSTED is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's sex and relationship education policy, and on support and staff development, training and delivery.