

## **SEX AND RELATIONSHIPS EDUCATION POLICY**

### **1. Rationale**

Sex and Relationships Education (SRE) is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable, loving and non-exploitative relationships; family life and the values of respect, love and care. It is also about the teaching of sex, sexuality and sexual health.

It has three main elements:

#### **Attitudes and values**

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas; and
- developing critical thinking as part of decision-making

#### **Personal and social skills**

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict; and
- learning how to recognise and avoid exploitation and abuse.

#### **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; and
- the avoidance of unplanned pregnancy.

## **2. Aims**

- 2.1 To develop self-respect and respect, empathy and consideration for others.
- 2.2 To enable pupils to understand their own and others' physical, emotional, social and intellectual development.
- 2.3 To learn about human sexuality, reproduction and sexual health.
- 2.4 To learn to manage emotions and relationships confidently and sensitively.
- 2.5 To prepare pupils for the challenges and responsibilities which sexual maturity brings.
- 2.6 To learn the value of family life and the importance of stable and loving relationships for the nurture of children.
- 2.7 To enable pupils to develop knowledge understanding and critical thinking in order to facilitate personal decision making.
- 2.8 To learn to make choices based on an understanding of difference and with an absence of prejudice.
- 2.9 To learn how to manage conflict.
- 2.10 To learn how to recognise and avoid exploitation and abuse.
- 2.11 To inform pupils where they can go for further advice.

## **3. Procedures and Practice**

- 3.1 The SRE programme is delivered through Science and PASHE. It is appropriate to the age and development of the pupils.
- 3.2 Staff who deliver the SRE programme are appropriately trained and foster an environment where questions can be asked and answered without embarrassment.
- 3.3 The overview and co-ordination of the taught curriculum is the responsibility of the Deputy Headteacher (Teaching & Learning).
- 3.3 Parents/carers who wish their child to be wholly or partly withdrawn from the elements of the SRE programme which go beyond the national curriculum requirements must write to the Headteacher. On request, materials used to deliver the SRE programme can be made available to parents/carers.
- 3.4 The Academy has a strong pastoral team of tutors and Pastoral Team Leaders who support pupils with friendship and other day-to-day relationship or personal issues.
- 3.5 The Academy has a Designated Safeguarding Lead and Deputy Leads who work closely with the pastoral team and appropriate outside agencies.

## **4. Review and Evaluation**

- 4.1 Governors' Teaching and Learning Committee will review and evaluate this policy.

<b>Responsible Committee:</b>	<b>Teaching &amp; Learning Committee</b>
<b>Date Last Reviewed:</b>	<b>November 2018</b>
<b>Due to be Reviewed:</b>	<b>November 2019</b>