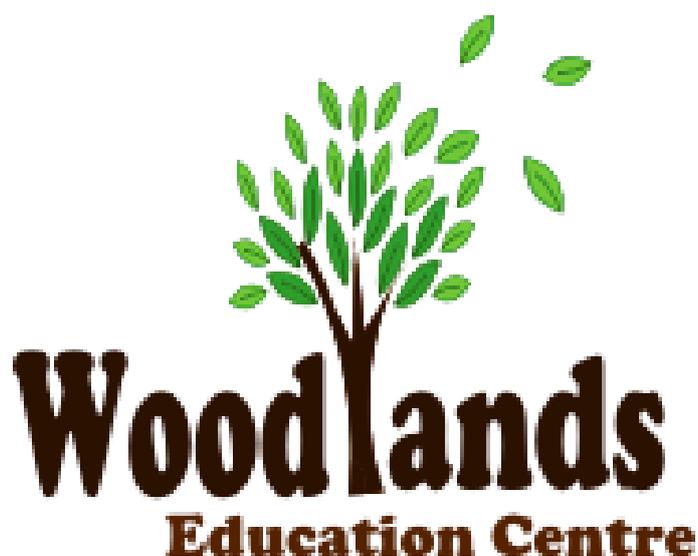


SEX AND RELATIONSHIP POLICY



Current document may be accessed under the policies tab at:
www.woodlandsec.org.uk

Document Control

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Reviewed by:	Headteacher and Link Governor
Approved by	Management Committee (May 2018)
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1. Aims

The aims of sex and relationship education (SRE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

At Woodlands Education Centre SRE has three main elements, all of which are important for a balanced SRE programme:

(i) 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.

(ii) 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, 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.

(iii) Moral dimension

The school recognises that it is a moral body in its own right. As part of the whole curriculum, the school seeks to explore issues of right and wrong, alongside those of respect. The school recognises that SRE is fraught with certain difficulties and whilst it acknowledges different life style choices, it promotes a view that stable loving relationships are the best context for sexual relationships and the bringing-up of children.

Content of the schools SRE programme

The school recognises that SRE must be taught at both Key Stages and appears in each

2. Statutory requirements

Under [section 3.6 of the National Curriculum](#), SRE is compulsory from year 7 onwards.

Secondary schools must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

3. Definition

SRE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and at Woodlands Education Centre others are taught as part of Personal Development learning (PDL).

Whilst SRE is the right and responsibility of the parent, Woodlands Education Centre provides SRE to support parents in fulfilling their responsibility. If parents are not happy with what the school provides in its basic curriculum with regard to sex and relationships education they have a right to withdraw their child/children from those aspects of sex and relationships education not covered by the National Curriculum Science Order.

Defining Sex and Relationships Education (SRE) at Woodlands Education Centre

Woodlands Education Centre follows the Education Act 2002/Academies Act 2010 for all schools and provides a balanced and broadly based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

In line with the 2006 Education an Inspections Act, we also ensure our curriculum 'promotes *the well-being of pupils at the school*'. Supporting the Equalities Act 2010, we work to ensure that our curriculum strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation or whether they are looked after children. Therefore, we ensure that SRE is sensitive to the different needs of the individual and may need to evolve and adapt in line with the changing population.

Woodlands Education Centre believes SRE is "*lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.*" (DfEE Guidance 0116/

SRE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

SRE involves a combination of sharing information, and exploring issues and values.

SRE is not about the promotion of sexual activity.

4. Delivery of SRE

SRE is taught within the personal, development learning (PDL) education curriculum. Biological aspects of SRE are taught within the science curriculum.

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

Methods of teaching and resourcing SRE at Woodlands Education Centre School

In the delivery of SRE teachers will use a variety of teaching methods and resources. The following are recognised methods for the effective delivery of SRE:

- Discussion
- Drama and role play
- Research and presentation.

Teachers will also use other teaching methods to enable pupils to learn about SRE which are age appropriate, taking into account the developmental needs of individual pupils. Parents are welcome to discuss with teachers their approach to SRE and the methods of teaching and learning to be used.

5. Roles and responsibilities

5.1 The Management Committee

The Management Committee will approve the SRE policy, and hold the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for ensuring that SRE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of SRE (see section 7).

5.3 Staff

Staff are responsible for:

- Delivering SRE in a sensitive way
- Modelling positive attitudes to SRE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of SRE

Staff do not have the right to opt out of teaching SRE. Staff who have concerns about teaching SRE are encouraged to discuss this with the headteacher.

5.4 Pupils

Pupils are expected to engage fully in SRE and, when discussing issues related to SRE, treat others with respect and sensitivity.

Dealing with sensitive issues

- Teachers at Woodlands Education Centre School need to be sure that they are aware of issues that may arise out of teaching and learning about SRE. These guidelines fit alongside the School's Safeguarding and Confidentiality Policy and staff are made aware of the issues, which may arise. The following are protocols for discussion based lessons with pupils:
- no one (teacher or pupil) will have to answer a personal question;
- no one will be forced to take part in a discussion;

- only the correct names for body parts will be used;
- meanings of words will be explained in a sensible and factual way; and
- teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent.

Where a member of staff is concerned that a child protection issue is arising, it is his/her responsibility to follow Woodlands Education Centre School's safeguarding policy in this matter to the letter

7. Parents' right to withdraw

Parents' have the right to withdraw their children from the [non-statutory/non-science] components of SRE.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from SRE.

8. Training

Staff are trained on the delivery of SRE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching SRE.

9. Child Protection at Woodlands Education Centre

All staff receive regular and up to date safeguarding information. Teachers will be clear that they cannot be totally confidential and that if a pupil makes a disclosure that indicates that child abuse is taking place the teacher is bound by law to refer that pupil to the designated person in school giving a value free report of the disclosure. (Designated Safeguarding Leads).

10. Monitoring arrangements

The delivery of SRE is monitored by the Headteacher .

Pupils' development in SRE is monitored by class teachers as part of our internal assessment systems.

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