

	<b>Sex &amp; Relationships Policy</b>	
	<b>Last reviewed: May 2017</b>	<b>Next review: May 2020</b>
	<b>Linked Governor: Craig Lambourne</b>	<b>SLT Member: Rich Peters</b>

### **Purpose**

Ashlyns aims to ensure each pupil will develop the skills and knowledge to make informed decisions, to ensure students can protect themselves and remain safe. Decisions about how they relate to others can only be made if they have adequate knowledge and understanding of their own physical and emotional development. This is not a task for the school in isolation, and we seek to work with parents/carers to ensure that the teaching of relationships reflects their expectations and complements teaching at home. Parents will be informed about the teaching of sex education every year so that they can decide whether or not to withdraw their child.

### **Relationship to other policies**

Sex and relationships education forms an integral part of the curriculum policy, and is delivered through assemblies, presentations by external speakers, as well as through schemes of learning for science, citizenship, Religious Studies, Personal, Social, and Health education (PSHE)

### **What is Sex and Relationship Education?**

Sex and Relationship Education (SRE) is lifelong learning for all young people in school, irrespective of their gender, ethnicity or ability. It is about physical, moral and emotional development, the understanding of the importance of 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. SRE should enable students to make informed and appropriate choices as they become young adults and to develop responsible attitudes to sexual activity and the development of their own stable, loving relationships.

It has three main elements:

#### 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;
- Understanding the lifelong consequences of pregnancy for both mothers and fathers; and the avoidance of unplanned pregnancy.

#### 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.

#### Attitudes and values

- Learning the importance of values, individual conscience and moral considerations;
- Learning the value of stable loving relationships and family life for the nurture of children;
- Learning the value of respect, love and care;
- Developing a responsible attitude towards sexual relationships;
- Exploring, considering and understanding moral dilemmas; and
- Developing critical thinking as part of decision making

#### **Roles and responsibilities of Headteacher, other staff, governors**

The **governing body** will:

- decide whether sex education should be in the school curriculum and, if so, what it should consist of and how it should be organised
- seek the advice of the Headteacher on this policy, keep it up to date, and make it available to parents
- ensure that sex education is provided in a way that encourages pupils to consider morals, the value of family life, and the importance of relationships.

The **Headteacher** will ensure that:

- the governing body is advised about the nature and organisation of sex and relationships education and how it reflects the aims and values of the school
- sex education is provided in a way that encourages pupils to consider morals, the value of family life, and the importance of relationships and marriage, in a safe and secure environment
- pupils are protected from inappropriate teaching materials
- a scheme of work is agreed and implemented
- parents are informed about the programme for sex education, and are informed of how they can withdraw their child from lessons that are not in the national curriculum (by submitting a request in writing)

**Staff** who teach sex and relationships education are expected to:

- provide sex education in accordance with this policy and in a way which encourages pupils to consider morals and the value of family life
- participate in training to provide sex education in line with the school curriculum policy; this training will establish ground rules to help teachers create a safe environment in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from students.
- implement the agreed scheme of work
- draw to the attention of the Headteacher any materials which they consider to be inappropriate
- respond appropriately to those pupils whose parents wish them to be withdrawn from sex education.

**Arrangements for monitoring and evaluation**

The Headteacher will provide a report on the implementation of the scheme of work once each year, together with a record of parental and pupil complaints, the number of pupils withdrawn from lessons, and the number of teachers and other staff involved in training on sex education. Lessons on sex education will be observed in the normal programme of monitoring teaching and the judgements about the impact of the lesson on pupils will be included in the report; the curriculum lead for PSHE will ensure that student surveys and focus groups enable feedback which informs the delivery of education in this area.

**Confidentiality and Child Protection**

If a student makes a personal disclosure to a member of staff, that member of staff cannot offer or guarantee confidentiality. The procedure set out in the school's child protection policy regarding safeguarding causes for concern should be followed in these circumstances.