

QUEEN ELIZABETH HIGH SCHOOL

SEX AND RELATIONSHIPS EDUCATION POLICY

RATIONALE

Sex and Relationship Education is life long learning about emotions, relationships, sexual health and ourselves. Good quality Sex and Relationships Education (SRE) is mindful of young people's early experience and is based on their development and expressed needs. It provides consistent messages, is ongoing and progressive, and supports children and young people's confidence as they move from childhood to adulthood. It helps them understand themselves, negotiate their relationships and prepares them for adulthood.

QEHS believes that SRE should

- Provide ongoing, truthful and honest information in a non-judgemental way, in a relaxed and confidential setting
- Be focussed on the positive and negative aspects as part of an ongoing programme
- Encourage young people to make informed decisions
- Include working in partnership with parents and carers
- Develop understanding of online and offline safety, consent, abusive relationships, violence and exploitation; and acquiring the skills to protect themselves and to have high expectations of themselves and others in order to enjoy healthy relationships

It is a legal requirement for schools to provide Sex and Relationships Education.

The Sex Education elements contained in the National Curriculum Science Orders are mandatory and for all students. Sex education in the National Science Curriculum covers anatomy, puberty and biological aspects of sexual reproduction.

Outside of the Science Curriculum, secondary schools are required to provide an SRE programme which includes (as a minimum) information about sexually transmitted infections and HIV/AIDS.

All schools must provide an up to date policy which describes the content and organisation of SRE provided outside the Science Curriculum.

CURRICULUM

What is sex and relationship education?

It 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.

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. Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them and sensitive to their needs.

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.

PROCEDURES AND PRACTICE

QEHS will focus on the delivery of SRE, in the context of relationships, using a variety of formal and informal opportunities and strategies.

This will be achieved by

- allocating designated time within the curriculum, either within the guidance programme or via occasional off-timetable experiences such as health days; and within science
- supporting the training needs of all staff who are expected to deliver SRE
- working in partnership with the Local Authority, school health advisor, parents, Teenage Pregnancy Team and voluntary and statutory youth agencies
- Offering a young people's health drop-in with specialist health staff

The content will be delivered by

- establishing a safe learning environment in which open and non-judgmental discussions about relationships, sex, sexuality and sexual health can be held
- developing a group agreement to ensure acceptable boundaries for discussion that safeguard young people and professionals
- ensuring that one-to-one work also acknowledges the need for boundaries and supportive frameworks
- respecting the privacy and confidentiality of young people within the boundaries of child protection, and informing young people of these rights (see also Confidentiality Policy)
- linking SRE to information about advice and support services that young people can access
- using a range of strategies including health days and drop-in facilities

Resources will

- be age appropriate and up to date
- avoid racism, sexism, gender and homophobic stereotyping.
- include positive images of a range of young people
- encourage active and participatory learning methods

The needs of children with special educational needs will be met by

- policy and programme involvement for those who teach young people with SEN
- consideration of the needs of each young person
- consultation with appropriate people including parents
- appropriate training for staff working with young people with SEN

Practice will be reflected on by

- assessing what young people have learnt and understood
- monitoring and evaluating the methods used to deliver SRE to ensure effective future planning (staff and student review)

CONFIDENTIALITY AND ETHICAL ISSUES

This policy should be read in conjunction with the school's Child Protection Policy and Confidentiality Policy.

Parents/carers can withdraw young people from non-statutory parts of the curriculum only. If a parent/carer wishes to withdraw their son/daughter, the young person would spend time with a learning mentor or in The Base.

CONSULTATION

Key stakeholders are involved in the review of this policy.

MONITORING AND EVALUATION

Both young people and adults involved will be fully engaged in evaluation of SRE. Lesson observation and student feedback will be an integral part of the review process. The SRE policy will be reviewed bi-annually.

USEFUL REFERENCE DOCUMENTS – the following two documents are available on the school website (published alongside the Sex and Relationships Education Policy)



sex_and_relationship_education_guidance.pdf



SRE for the 21st Century.pdf

The Sex and Relationships Education Policy was reviewed and agreed by Education Committee at their meeting on 8 July 2014

Signed		Chair of Education Committee: Linz Charlton	Date	
Signed		Federation Headteacher (Neil Morrison)	Date	
Review Date:	July 2016			