



# DAVENANT FOUNDATION SCHOOL

## SEX AND RELATIONSHIP EDUCATION POLICY

Last Review Date: May 2005 (Curriculum Committee)

### Definition and Framework

Sex and Relationship Education (SRE) is an important aspect of preparation for adult life, as it contributes to students' 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, sexual activity and sexual health. It is not about sexual orientation or sexual activity. It is about responsibility, consequences of actions, and the dignity of the individual, including self.

There are three main elements of SRE:

- Attitudes and values
- Personal and Social skills
- Knowledge and understanding.

All schemes of work involving SRE will clearly develop each of the above elements, and record them in appropriate detail.

The key aims of SRE at the school are:

- to provide students with clear, up to date and accurate information;
- to enable students to be aware of the needs and sensitivities of individuals and families;
- to enable students to develop healthy and positive relationships as they grow older;
- to raise students' awareness of the responsibilities of individuals and society;
- to help reduce unplanned or irresponsible pregnancies;
- to set SRE within the context of Christian values;
- to celebrate human sexuality as a gift from God

At Davenant Foundation School SRE is set within the context of the Christian family with a positive emphasis on marriage. All those who play any part in delivering SRE as part of the school must respect this. However, all must also recognise that strong and mutually supportive relationships can exist outside of marriage. Sensitivity is therefore needed at all times to ensure that there is no offence to, or stigmatisation of, any student and that all members of the school community are able to feel of worth and value.

### Statutory Provisions and DfES Guidance

- Section 241 of the Education Act 1993 requires teaching about SRE (including education about HIV and AIDS and other Sexually Transmitted Infections - STIs);
- DfES Guidance 0116/2000 provides clear guidelines about all aspects of SRE.

Guidance 0116/2000 makes it clear that SRE should be 'firmly rooted in the framework for Personal, Social and Health Education (PSHE)'. SRE features clearly in the NC Programmes of Study for Citizenship and Science, and in the Guidance for PSHE. It is one of the specific themes which make up the National Healthy Schools Standard (NHSS).

The school whole SRE programme includes:

- teaching on relationships, love, care;
- teaching about the responsibilities of parenthood;
- an equal focus on boys and girls, with separate sex lessons where appropriate;
- a concern to build self esteem;
- teaching on taking responsibility for one's actions, and the consequences of actions in relation to sexual activity;
- the provision of information about different types of contraception (including natural methods); safe sex, and local sources of further advice and treatment;
- an understanding of the arguments for delaying sexual activity and resisting pressure;
- ensuring that students understand how the law applies to sexual relationships.

### **Inclusion**

All SRE provided in school will be both appropriate and inclusive for all students.

Students with special educational needs and/or learning difficulties will not be excluded from SRE and appropriate materials, support and teaching strategies will be employed to enable them to benefit fully from the programme.

The school will not promote sexual orientation, but teachers and outside visitors will deal honestly and sensitively with such issues as they arrive, in a spirit of Christian love. The school deals severely with any instances of homophobic bullying.

### **Roles and Responsibilities of Parents and Carers**

The school aims to support parents and carers as the key figures in helping young people to cope with the emotional and physical changes of the growing up process.

The school recognises that it works in partnership with parents as sex educators, and seeks to develop this role through consultation with parents about changes to policy and through making available materials used in school. This policy is available to all parents and a summary is published in the school prospectus. Parents and Carers will be fully informed of the annual SRE programme, and of how they can play their part in working alongside it.

Parents have a right to withdraw their children from any or all aspects of SRE, except those which form part of the National Curriculum Science programme. It is hoped that few will wish to exercise this right, but should parents choose so to do, the school will offer a copy of the government information pack produced for such situations.

## **External Agencies and the wider community**

The school will make full use of the range of health professionals and other key people who might assist in the delivery of SRE. This may include members of churches / Christians associated with the school. The school nurse will play an important part in providing individual and group advice to students and staff.

All those who work within the school are expected to work within the school policy and adhere to its ethos. All advice given should be independent of personal views. However, when health professionals are in their professional role, such as giving advice to an individual student, they will follow their own professional codes of conduct.

## **Confidentiality**

Clear ground rules should be set at the start of all SRE sessions, emphasising that no one, including staff, should be asked to divulge highly personal information. Teaching will make clear what is, and is not appropriate to discuss or ask of each other.

All staff should make it clear to students that they cannot offer or guarantee complete confidentiality of information.

The policy to be followed is:

- to assure students that at all times their best interests will be maintained;
- to encourage students to talk to their parents, and give them support to do so (if necessary through setting up an in-school meeting);
- to re-assure students that if confidentiality has to be broken, they will be informed first, and then supported as appropriate;
- in any case of suspected child abuse, or disclosure, to follow the school's Child Protection Policy;
- to set clear ground rules (as above) at the start of all lessons;
- to ensure that students are informed of a variety of appropriate sources of confidential help.

Should, exceptionally, a teacher learn that a student under the legal age of consent is having, or considering having, sexual intercourse, s/he should seek to persuade the student to talk to their parents. S/he should also ensure that the student has been adequately counselled and informed about contraception, including advice about where to access contraceptive advice and services. Any Child Protection issues should be addressed in the usual way. Should the school have to handle the situation without parental knowledge, the Headteacher should be informed and should monitor, along with the governors, the frequency of such cases. Health professionals in the classroom are bound by the school's confidentiality policy, but in one-to-one counselling by their own professional codes of conduct.

## **Organisation of SRE**

The main delivery of the SRE programme will be through the developing PSHE/Citizenship programme, taught mainly by a specialist team. However, in the special nature of the school, the Religious Education Department will also play a key

role in delivering certain aspects, and at GCSE and AS/A2 Level moral and medical aspects of SRE are covered. National Curriculum Science topics, such as the mechanics of human reproduction and hormones, are dealt with in Science lessons, but still within the broad school policy.

Continuing Professional Development will be provided on the teaching of SRE where required and external agencies will be used as appropriate.

### **Monitoring and evaluation**

The Deputy Headteacher, with responsibility for PSHE and Citizenship, will oversee the whole monitoring and evaluation of the SRE policy and programme. S/he will be supported by the Healthy Schools Co-ordinator, Heads of Science and RE, Heads of Year, the PSHE Co-ordinator and PSHE team.

The programme will be reviewed annually, in the summer term, in preparation for the coming year and in the light of the current year. Students, staff and parents will be consulted concerning their experience of the programme. Lessons will be observed during the year, and student attitudes observed and surveyed. These findings, along with informal oral comment from all who have taken part, will inform the review.

#### Related Policies:

- Health and Safety in school
- PSHCE
- Child Protection
- Equal Opportunities
- Pastoral Care
- RE