



DAUBENEV MIDDLE SCHOOL

**SEX AND RELATIONSHIP
EDUCATION
POLICY**

Policy

Daubeney is a large suburban middle school for girls and boys aged 9 – 13. Pupils come from both single and dual families. There is a wide social and ethnic mix and pupils in each Year Group with special needs. Daubeney School has a Dyslexia provision. The 1996 Education Act requires all school to have a Sex and Relationship Education Policy. Faith, values and Sex and Relationship Education 2002 – “children and young people from all faiths and cultures have an entitlement to sex and relationship education”.

Rationale

Sex and Relationship Education is the term used to cover all the teaching and learning offered to the pupils to help them understand their own and others sexuality, to develop skills for relationships and informed decision making. We are committed to the delivery of Sex and Relationship Education within the context of a broad and balanced programme of health education.

Aims

In school we aim to:

- Ensure that Sex and Relationship Education is an integral part of the curriculum and not taken out of context or over emphasised in any way
- Encourage pupils’ self-esteem and respect for others
- Promote the spiritual. Mental, cultural, physical and social development of the pupils
- Prepare the pupils for the opportunities, responsibilities and experiences of life

The school will undertake these aims by creating a caring atmosphere where pupils can discuss sexual matters without embarrassment. This based on the objectives set out for Sex and Relationship Education and good practice as outlined in ‘Sex and Relationships’ – OfSTED 2002.

Teaching and Learning

Sex and Relationship Education has three main elements:

- Attitudes and Values:
Pupils will be encouraged to learn the importance of values and have the opportunity to discuss moral dilemmas. They will also consider the value of respecting themselves and each other

- Personal and Social Skills:
Pupils will learn to manage emotions and relationships confidently so developing self-respect and empathy for others. They will have opportunities for decision-making and an appreciation of the consequences of choices made
- Knowledge and Understanding:
Pupils will learn and understand physical development at appropriate stages. Topics such as reproduction, sexual health, emotions and relationships will be covered.

Sex and Relationship Education will be taught within the PHSEE curriculum. Topics and themes will be repeated from year to year in greater depth taking account of the pupils' development.

Appendix 1 – Overview of Sex and Relationship Education

Within the broader curriculum, pupils will be given frequent and regular opportunities to work on feelings and to practice personal and inter-personal skills. The school values and respects the learning that occurs in the community and in the home, believing that these, alongside the school, are essential elements of Sex and Relationship Education. It is important to inform parents and involve them wherever possible. Parents have the right to withdraw their child from Sex and Relationship Education provided outside the National Curriculum Scheme. Sex and Relationship Education Guidance 2005 is supported by the Learning and Skills Act 2000. Blake and Katrak found that young people felt that their parents could talk to them about values but needed schools to deliver sex education as well.

Organisation

Co-ordination:

Sex Education is co-ordinated by the PHSEE and Science Co-ordinator. The Sex Education Co-ordinator is responsible for the overall planning, implementation and review of the programme. The Education Act of 1996 state – Sex and Relationship Education elements in National Curriculum Science are mandatory.

Delivery

Delivery is through:

- Planned aspects within the Science and PHSEE curricula
- Addressing moral and ethical issues which may arise from apparently unrelated topics in all National Curriculum subjects. Within this category, as long as any discussion takes place within the context of the subject it will not be deemed to be part of the sex education programme and therefore, will not be subject to the parental right of withdrawal.

Teaching Approaches

A variety of teaching approaches are used to give pupils relevant information to enable moral issues to be explored through discussion, and to acquire appropriate skills.

Pupil Groupings

Pupils are taught in mixed ability but when appropriate single sex groups.

Resources

Sex and Relationship Education Guidance of 2000, supported by the Learning Skills Act of 2000, it is required that young people are protected from teaching/materials which are inappropriate.

- **Materials:**
A wide range of teaching resources are available to teachers and for inspection by parents through the Co-ordinator
- **Staff:**
With regard to sex education it is important that staff feel comfortable with the subject matter. Staff have the right to withdraw from teaching sex education

Support will be offered through an in-service training programme. All staff are asked to teach within the schools value framework

- **Time Available:**
Sex education forms some part of the curriculum in every Year Group
- **Liaison with Upper Schools:**
Regular liaison with Upper Schools takes place through the PHSEE and Science Co-ordinators to ensure progress and continuity within sex education across phases
- **Evaluation of the Programme:**
 - **Assessment of Pupils**
Elements of sex education in the Science Curriculum will be assessed formally. A variety of informal evaluation activities are built into the programme. Teachers are required to keep their own personal evaluation of each lesson. Assessment for Learning is part of the School Development Plan
 - **Evaluation of Programme**
The programme will be evaluated through a teacher review, both throughout and at the end of each module. Pupil evaluation of the content and delivery of the programme is also considered essential for effective evaluation

- Specific Issues:
The following issues may occur as part of sex education. Staff, parents and pupils need to understand the school's procedures
- Confidentiality and Advice:
Pupils will be made aware that some information cannot be held confidential and made to understand that if certain disclosures are made certain actions will ensue

At the same time, pupils will be offered sensitive and appropriate support. The following procedures will be adhered to by all adults:

- Disclosure or suspicion of possible abuse:
The schools safeguarding procedures will be invoked (see relevant policy)
- Disclosure of pregnancy or advise on contraception:
Sexual Offences Act May 2004 – in statute health professional and teachers may provide confidential sexual health care to young people under 16 and including under 13

It is hoped that the following procedure will ensure that pupils who are in difficulty know that they can talk to an adult in the school and that they will be supported

Professional information and guidance will always be sought from a health professional

The school will always encourage pupil to talk with their parents first:

- Pupils should be asked whether they can tell their parent(s) and whether they want help in doing so. If this takes place, subsequent responsibility then lies with the parent(s). It will need to be checked
- If pupils refuse to tell their parent(s) the adult should refer them to a health professional
- The adult should report the incident to the Headteacher who will consult the health professional about informing the parents.

Family Life

Sex and Relationships Guidance (2000) supported by Learning and Skills Act (2000) “requires young people to learn about the nature of marriage and its importance for family life and the bringing up of children”.

The value of family life is an important aspect, which will be approached largely through a consideration of the qualities and relationships between a group of people, with an emphasis on stability, respect, caring and support.

Complaints Procedure

Any complaints about the sex education curriculum should be made to the Headteacher who will report to the Governors via a Link Governor.

Parental Partnership

Sex and Relationships Guidance (2000) supported by Learning and Skills Act (2000).

Under the Education Act 1993, parents have the right to withdraw their children from all or part of the Sex Education Programme, provided outside National Curriculum Science.

Answering Difficult Questions

Sometimes, an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skills and discretion in these situations and refer to the PHSEE Co-ordinator if they are concerned.

Use of Visitors

Sex and Relationships Guidance (2000) recommends the use of visitors in a planned programme and teachers must remain in the classroom.

There are various people who can resource and support the school based Sex and Education Programme. These people may include parents, the school nurse, the police liaison officer, religious or health professionals.

Monitoring and Review

- Sex Education will be monitored by the Headteacher, the PHSEE and Science Co-ordinators
- The full policy will be made available to all parents when their child enters the school
- A nominated Governor will have a link role between the school and the Governing Body.

Equal Opportunities

Daubeney Middle School is committed to working towards equality of opportunity in all aspects of school life. All resources and methods are aimed to present fair and balanced information and viewpoints. Sex and Relationships Guidance (2000) supported by the Learning Skills Act (2000) requires that young people are protected from teaching and materials which are inappropriate having regard to the age and the religious and cultural background of the pupils concerned.

Related Polices

Other polices which have relevance to Sex Education are:

Bullying
Safeguarding
Drug Education
PHSEE
Philosophy

The current Sex and Relationship Education Co-ordinator is:

Mrs S Evans

The Governor(s) responsible for SRE is/are

This policy was presented to the Governing Body

Signed on behalf of the Governing Body:

Date for Review:
