



## WILLIAM ELLIS SCHOOL

### Sex And Relationships Education Policy

#### 1) Introduction

The school's sex and relationships education policy is based upon the existing policy and the DFEE (as was) guidance is in Guidance 0116/2000, July 2000.

William Ellis School believes that Sex and Relationship Education (SRE) is an essential part of every boy's education because:

- a) Young people have the right to information about what is happening to their bodies, to gain skills to establish positive relationships and explore their own and others' attitudes about sexual matters.
- b) Students gain information about sexual matters from a range of sources - much of this can be incorrect and lead to misunderstanding. SRE at school aims to give an objective and balanced view.
- c) SRE helps to develop responsibility in young men in preventing unplanned pregnancy and STIs.
- d) It can help young men develop positive self-image and high self-esteem, responsibility and the ability to make informed decisions.

Sex and relationships are part of the National Curriculum, as part of the Personal, Social and Health Education (PSHE) framework. The objective is to help and support young people through their physical, emotional and moral development. The success of a school programme firmly embedded in PSHE 'will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood'.

#### 2) Aims

The aims of SRE at William Ellis are to:

- a) Raise the awareness of students about their developing bodies and emotions, and about those of others

- b) Learn to enjoy one's own sexuality and appreciate the similarities and differences encountered in others
- c) Understand different personal relationships and to enable students to understand the dangers of exploitation and what they can do about it.
- d) Give students the self-confidence to relate to others
- e) Encourage students to be responsible for their own sexuality
- f) Learn about reproduction and to examine and discuss the nature and functions of 'family life' and personal relationships in all their varieties
- g) Provide information about contraception, sexually transmitted diseases and safe sex
- h) Have access to information about places to which students can go for information and support
- i) Ensure that the School's SRE Programme includes the elements recommended in Guidance 0116/2000 and any subsequent requirements issued by the DCSF. Students should have an opportunity to reflect in a structured manner upon issues, some of which may be controversial in society

### **3) What is Sex and Relationships Education? (SRE)**

William Ellis School defines SRE as learning about the physical, moral and emotional development of young people and the understanding of the role of marriage and other recognised family structures (eg, civil partnerships, single parenting) for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.

There are three elements:

#### ❖ attitudes and values;

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage and other family structures, and commitment within stable and loving relationships;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- 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;
- 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;
- the avoidance of unplanned pregnancy.

#### 4) ORGANISATION OF SRE

SRE is planned as part of Personal, Social and Health Education (PSHE), Citizenship and science curriculum. In addition to the weekly PSHE lesson, there are other opportunities provided by outside speakers (including health professionals), groups and Theatre Companies to explore aspects of SRE.

The Deputy Head (Director of Studies) has overall responsibility for the SRE programme in Key Stages 3 and 4, which is devised by the coordinator for PSHE and Citizenship and the Head of Science and delivered by tutors and members of the science department. In conjunction with these two post holders, the Deputy Head (Director of Studies) will monitor and evaluate the programme through lesson observations, line management meetings and feedback from staff and students.

The science curriculum deals specifically with the following:

##### *Key Stage 3*

- that fertilisation in humans... is the fusion of a male and a female cell
- about the physical and emotional changes that take place during
- adolescence
- about the human reproductive system, including the menstrual cycle and
- fertilisation
- how the foetus develops in the uterus
- how the growth and reproduction of bacteria and the replication of viruses
- can affect health

##### *Key Stage 4*

- The way in which hormonal control occurs, including the effects of sex
- hormones
- some medical uses of hormones, including the control and promotion of
- fertility

- the defence mechanisms of the body
- how sex is determined in humans

## **5) TEACHING SRE**

Since SRE is more than just gathering facts, teaching approaches and methods need to encourage exploration of attitudes and values as well as developing decision-making skills. Students need to feel comfortable in raising issues and questions such as discussing emotions and relationships. In response, teachers need to feel comfortable and confident in dealing with the sensitive issues and answering questions.

Teachers set clear ground rules and this ensures that teaching is set within an appropriate context and should be matched to the maturity of the students and be sensitive to the diverse religious and cultural views whilst at the same time ensuring that racist, sexist, homophobic and other forms of discrimination are allowed to go unchallenged.

Basic classroom ground rules are:

- no-one (teacher, student or visitor) will have to answer a personal question;
- no-one will be forced to take part in any discussion;
- only the correct name for body parts will be used; and
- meanings of words will be explained in a sensible and factual way.

If teachers are uncomfortable about particular issues relating to the SRE programme, they have the right to take a supporting role. In these circumstances another member of staff and/or another professional will deliver the lesson supported by the class tutor.

## **6) CONFIDENTIALITY**

Staff may not offer or guarantee confidentiality to students in any matter relating to abuse, under-age sexual intercourse or pregnancy. At the same time, students will be offered sensitive and appropriate support.

In the case of a student disclosing possible abuse, the school's Child Protection Procedures will be used. All members of staff have had safeguarding training provided by the LA (Jan 2010).

## **7) PARENTAL INVOLVEMENT**

Any parent has with right to withdraw their son from the non-statutory elements within the SRE programme. This does not include provision made within the science curriculum. Any concerns by parents should be made to the PSHE coordinator in the first instance.

## **8) PUBLICATION OF THIS POLICY**

This policy will be distributed to all staff and governors and posted on the school's website. Any parent may request a copy free of charge.

## **9) Additional Information**

The Guidance 116/2000 sets out the National Healthy School Standard (NHSS) and sets out the framework for programmes at primary and secondary levels, including where specific issues should be addressed.

There are sections on:

- Relationships;
- Focus on Boys and Young Men as well as Girls and Young Women;
- Ethnicity;
- Special Educational Needs; and
- Sexual Identity and Sexual Orientation.

Specific Issues are dealt with in Section 2 and include:

- Puberty;
- Menstruation;
- Contraception;
- Abortion; and
- Safer Sex and HIV/AIDS and Sexually Transmitted Infections (STIs).

Section 3 sets out how sex and relationship education is taught through National Curriculum Science (see also under 4 of this document)

Other aspects are dealt with as follows:

Section 4 - teaching strategies,  
Section 5 - working with parents,  
Section 6 - working with the wider community  
Section 7 - confidentiality and child protection issues.

A copy of this publication is available on our website.

Governor's Annual Review \: Spring Term