

Rationale

Within Swanmead, we believe that effective Sex and Relationship Education (SRE) is essential if our pupils, as they grow, are to make responsible and well informed decisions about their lives. SRE is delivered in PSHE lessons as well as being supplemented in Science.

Definition of SRE

SRE is lifelong learning about physical, moral and emotional development. It is about respect, love and care and the benefits of making and maintaining a stable relationship. Our teaching of SRE is applicable to all sexual orientations and will include teaching of sex, sexuality and sexual health.

Aims and Objectives

We aim to provide our pupils with an age appropriate SRE programme that is tailored to their physical and emotional maturity. It should enable them to make positive choices about their sexual and emotional health, both now and in the future. We seek to achieve this aim by having three main elements to our programme as outlined in 'Sex and relationship guidance', DFEE, ref 0116/2000 p5.

- Attitudes and values:- learning the importance of values, and individual conscience and moral considerations; learning the value of family life, marriage, and the importance of stable, loving and caring relationships for the nurture of children; learning to take responsibility for ones actions in all situations.
- Personal and social skills:- learning to manage emotions and relationships confidently and sensitively; develop self respect and empathy for others; learning to make choices based on an understanding of difference without prejudice.
- 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; the avoidance of unplanned pregnancy

We believe that SRE will be achieved by providing an environment and atmosphere where pupils feel safe, relaxed, not intimidated, but focussed; and where they are confident in the knowledge, ability and skills of their teachers.

Moral Framework

Pupils will be taught SRE within a framework which models and encourages the following values:

- Being honest with themselves and others
- Learn to show tolerance, understanding, respect and care for others
- Acknowledging the understanding and diversity with regard to religion, culture and sexual orientation

Working with parents

A parent or carer, who is concerned about any element of this policy, or is unhappy with their child's participation, should discuss their feelings with the Headteacher or one of the Senior Teachers. Parents have the right to withdraw their children from all or part of those aspects of PSHE which are not part of the statutory National Curriculum Science Orders. It is the aim of the school to work with parents as closely as possible at all times with regard to SRE specifically and PSHE in general.

Content and Organisation

SRE is delivered through planned programmes within Science, RE and PSHE. Occasionally issues about SRE will arise spontaneously in other lessons but should not be considered part of the SRE programme and parents or carers cannot withdraw pupils in these circumstances.

Where visitors are invited to deliver aspects of the SRE programme, the school follows the guidance in 'School use of visitors and outside agencies in health promotion' published by Somerset Healthy Schools Team, 2001. Visitors will be used to support not supplant the role of the teacher and they will **always** be accompanied in the lesson by a teacher.

Aspects of SRE are encompassed within the ethos of the school and may be delivered through:- PSHE lessons, core and foundation subjects, assembly time, tutorial periods, circle time, literacy lessons, health weeks, focus days e.g. world health days, collapsed timetable days, external visitors.

The SRE programme will be delivered by teaching staff, tutors, School Nurses and, at Swanmead, by Paul Stevens of PSI Productions.

Equal Opportunities

SRE is inclusive of all students; they have an equal entitlement to good quality SRE. The programme will be delivered in line with the school's equal opportunities policy within an atmosphere of mutual respect. The whole school community will support an approach which ensures that no individual will be discriminated against on grounds of gender, race, disability, religion or sexual orientation.

The Sexual Offences Act 2003

Under the sexual offences act pupils have the right to confidential advice on contraception, condoms, pregnancy and abortion, even if they are under 16.

Specific Issues Personal Beliefs

The personal beliefs and attitudes of teachers will not influence their teaching.

Language and ground rules in lessons

All staff teaching SRE will set ground rules in their classroom. For example; no one will have to answer a personal question; no one will be forced to take part in a discussion; the only language used will be easily understood and acceptable to everyone in the class; only the correct names for body parts will be used; meanings of words will be explained in a sensible and factual way. Students will be involved in the setting of ground rules. Distancing techniques will also help to avoid the inappropriate disclosure of information. These may include case studies, role play and speaking in the third person.

Dealing with difficult questions

If a question is too explicit or is inappropriate, the teacher will attend to it later, on an individual basis and a decision will be taken whether or not to inform the child's parents/carers.

If a child makes a disclosure that caused the teacher concern they should inform the Child Protection/Deputy Child Protection Officer as soon as possible.

Contraception

Trained staff are able to give pupils full information about different types of contraception, including emergency contraception, and their effectiveness and appropriateness. Individual advice cannot be given to pupils. Trained staff can, however, give both individual pupils and groups of pupils additional information and guidance on where they can obtain confidential advice, counselling and, where necessary treatment.

Safer Sex, HIV/AIDS, and Sexually Transmitted Infections (STI's)

STI's are major causes of ill health which can have long term physical and psychological health consequences. Teaching includes; helping students to clarify their knowledge of HIV/AIDS and STI's.

Confidentiality

'It is only in the most exceptional circumstances that schools should be in the position of having to handle information without parental knowledge.' (Sex and Relationship Education Guidance', DFE, Ref 0016/2000. P30)

Whenever a pupil makes a disclosure, they will be persuaded to talk to their parents or carers. Safeguarding issues will be addressed if necessary; but if not necessary, the wishes of the pupil will be taken into account.

Different codes of conduct apply to different professionals working in our school.

Through SRE lessons students will be made aware of the confidential support available from doctors and local clinics.

Staff may encounter the situation where it appears that a student under 16 is about to disclose that they are in or are about to begin a relationship involving sexual intercourse or that they believe they may be pregnant and/or seeking contraceptive advice. At this point the member of staff should indicate that they wish to help the student in their situation but that they cannot guarantee absolute confidentiality.

Staff must follow child protection guidelines. Members of staff who are not health professionals must not give individual contraceptive advice.

Monitoring and evaluation

The Sex Education policy is monitored and evaluated every three years involving the Headteacher and the Governing Body.