

Fairfield High School

Sexual Education and Relationships (SRE) Policy

1. DEFINITION OF SEX AND RELATIONSHIP EDUCATION (SRE)

SRE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of committed partnership 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, committed partnerships 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.
- 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.
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- 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.

Aims of SRE

The aim of SRE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, moral, and religious dimensions of sexual health. Our SRE programme aims to prepare students for an adult life in which they can:

- develop positive values that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and the skills to judge what kind of relationship they want
- understand the consequences of their actions and behave responsibly within sexual relationships
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex
- communicate effectively by developing appropriate terminology for sex and relationship issues
- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity
- understand the arguments for delaying sexual activity
- understand the reasons for having protected (safe) sex
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- know how the law applies to sexual relationships

2. HOW SRE IS PROVIDED AND WHO IS RESPONSIBLE FOR PROVIDING IT

The PSHE co-ordinator is responsible for the delivery of SRE which is taught by teaching staff to mixed gender groups through Ethics in KS3 and Humanities and RS in KS4, as well as the PSHE programme across both key stages (Appendix 1); biological aspects of SRE are taught within the Science curriculum in Year 8 (Appendix 2.) Topical and relevant SRE issues are also delivered in specific Form Time sessions which are developed by the PSHE co-ordinator. The delivery is supplemented by targeted assemblies, collapsed timetable days and visiting speakers.

All SRE teaching is expected to reflect the values and attitudes laid out by this document.

All SRE deliverers will be expected to have read and adhere to all aspects of the programme of study and its content, irrespective of personal opinion or belief.

GUIDELINES FOR TEACHERS ON SENSITIVE ISSUES, ADVICE TO STUDENTS and CONFIDENTIALITY

SENSITIVE ISSUES may include:

puberty, menstruation, sexual intercourse, contraception, abortion, safer sex, HIV, AIDs and sexually transmitted infections (STIs) and abuse.

If work in sensitive areas of the SRE curriculum causes teachers any concern, they should discuss this with the PSHE co-ordinator who may then refer to the Head teacher. Guidance from the DfEE document *Sex and Relationship Education Guidance* issued July 2000 (APPENDIX 3) should be considered when establishing ground rules within lessons, answering difficult questions and giving advice to students.

ADVICE TO STUDENTS AND CONFIDENTIALITY:

If a student makes a personal disclosure to a member of staff, that member of staff cannot offer or guarantee unconditional confidentiality and the student should be made aware of this as soon as possible in the conversation. If a teacher is concerned that a student is at risk of sexual abuse, they should follow the school's child protection policy referring the matter as a cause for concern to the designated Child Protection Officer in school (Miss Alison Naylor).

3. MONITORING AND EVALUATION

The SRE curriculum will be delivered in line with the school's curriculum and assessment policies. It is the responsibility of the PSHE co-ordinator to ensure that all areas within SRE are being covered sufficiently and well. The SRE curriculum will be reviewed annually taking into account feedback from students, staff and parents as well education reports and social trends.

In addition, PSHE is part of the HUMANITIES faculty which undergoes cyclic evaluation and monitoring by the Senior Leadership Team; SRE delivery will be monitored within that.

4. WORKING WITH PARENTS AND THE RIGHT TO WITHDRAW

Parents are the key people in teaching their children about sex and relationships; maintaining the culture and ethos of their family; helping their children to cope with the emotional and physical aspects of growing up and preparing them for the challenges and responsibilities that sexual maturity brings. It is hoped that the school's sex and relationship education programme will complement and support the role of parents.

SRE lessons are to be delivered as part of the Personal, Social and Health Education (PSHE) programme, the curriculum plan for which is available on the school website, along with the SRE policy. Parents have the right to withdraw their children from all or part of the Sex and Relationship Education provided by school. The exception to this is for those parts delivered in Science lessons as these parts are included in the statutory National Curriculum. Any parent wishing to withdraw their child is encouraged to make an appointment with the PSHE co-ordinator in the first instance.

5. REVIEW

This policy has been developed with the consultation of parents and ratified by Governors; it will be reviewed in July 2019.

Jayne Conway
27th June 2016

SRE Policy Appendix 1 PSHE Audit 2015-16

Main themes & some key concepts Year Group	1. Health and Wellbeing □ what is meant by a healthy lifestyle □ how to manage risks to physical and emotional health and wellbeing □ to identify different influences on health and wellbeing	2. Relationships □ to develop a sense of self and ethnic identity and cultural heritage □ how to recognise and manage emotions within a range of relationships	3. Living in the Wider World □ to respect equality and to be an active citizen of a diverse community, importance of finance. □ about the importance of respecting and protecting the environment
Subject codes	Ethics, History, English, Geography, Science, Food Tech, Art, French/Spanish, Design Tech, Maths, Drama, Humanities, Child Care, Careers		
7	Truth Game, Assertiveness, feelings and emotions. What is truth – meaning through ‘Life of Pi’ Unfair treatment of slaves – health issues. Narrative writing, alter egos, how I see myself and others. Weather, how it shapes our lives. Sound, how it works and how to take care of your hearing. Kitchen safety – basic firsts, Healthy eating music and colour, character masks	About Face Theatre Company, Where I belong? Family and friends, bullying, Internet safety – Police talk on Sexting Henry VIII issue of love, marriage and legitimacy. Slavery - abuse power relationship. Autobiography – who am I? Much Ado about Nothing – characters, conflict and resolution. Community and settlement – where best to build Reactions, offering reasoned views on ethical issues, testing medicines. Awareness of what we eat and its effects.	Disability, different faiths and communities in UK and across the world, rule of law and ‘human values’. Origins of Catholic and Protestant divide, economic factors for The Reformation and Abolitionist struggle. Boy in Striped Pyjamas – context of Holocaust Non-fiction writing – Writing to inform and persuade Farming – how we treat the earth and our impact on it. Intro to science, importance to understand how science works in everyday life. Foods of the world – cultural context Intro to life in France, French language
8	Body and emotional changes. Media Influences on body perception, Dangers and risk in teenage years – smoking/drug intro, History of Medicine Poetry – character and voices Tectonics – earthquakes and volcanos, health and wellbeing impact	Internet safety – ‘Don’t trust a book by its cover’, What makes a good partner? Rites of Passage – birth to marriage. Industrial revolution, shaping a nation Macbeth – power and politics Italy, Kenya – cultural identity Sex Ed – Biology, physical – STI’s Design and make project – sense of self Portraiture – expressing myself	Understanding the origins of Muslim faith, Rights and responsibilities in faith and secular contexts Growth of Capitalism, Causes of WW1 Gothic novel Earth and energy – impact on the planet Music in culture and community – blues/reggae Algebra/zero, Greek and Islamic origins
9	Prejudice, Internet safety – what not to share, stereotypes, sexting; Sanctity of life, abortion and euthanasia, Sex Ed. Alter Ego’s exploring and creation of. Population; China – One child policy, unhealthy families. Life processes. Fast Food and healthy eating Drama skills, challenging myself, team work	The role of Law – Mock Trial Competition; function of relationships and impact of poor relationships. Mice and Men; friendship, abuse of power, unhealthy relationships. Romeo and Juliet; love and loss. Buy local & local food, sustainability v international food Introducing yourself, hobbies	Civil Rights USA, Martin Luther King’s role and motivation. Role and practicalities of money; Holocaust. 20 th Century, WW1, Rise of Hitler, Cold War Dystopias – alternative worlds Rainforests, importance and loss; Cocoa Farming – Fairtrade. Life and the Environment
GCSE	Prejudice and Persecution (RS – Life, abortion, euthanasia) Medicine Through time – how health improved, challenges Poetry by Heart Keeping healthy; Medicine and Drugs Personal information; Healthy Lifestyles Planning for physical and emotional needs of children, encouraging Children to eat Healthily.	Family and Socialisation/ Culture and Belief (RS – Contraception, marriage, divorce, gender equality, family planning) Germany 1919-1945 – impact of young, women and groups. Inspector Calls/Jekyll and Hyde Rights and Responsibilities; keeping children safe	Conflict and Co-operation/Environmental issues (RS – Terrorism, Just War, pacifism, political & religious freedom) Holocaust – origins, impact, final solution Tourism impact; Development Gap Changing Planet, Energy, human impact on earth CV writing, collage visits/applications Record of Achievement, Revision Programme
PE – all years	Importance of fitness; Health related exercises	Relationship between healthy living and emotions	Sport and Global way of life

SRE POLICY Appendix 2 Science Faculty – Year 8 Sexual Education Scheme of Work

Overview: Reproduction

Time: 15 lessons

Students will learn about human and plant reproduction. They will understand the processes involved and consider the issues of contraception, health during pregnancy, and STIs. Plant reproduction should be linked to food production and students should learn about the economic importance of the honey bee for food security.

Students will be able to:

Describe the steps in the processes of human and plant reproduction. Describe the application of Science in the context of contraception, and explain how some methods of contraception work. Describe the role of the honey bee as a pollinator.

Use abstract ideas and scientific terminology to describe reproductive processes e.g. fertilisation. Describe some evidence for the decline of the honey bee, and explain the importance of Science in this context.

Show understanding of how scientific ideas about short term and long term effects on ecosystems may change in response to new evidence e.g. changes in use of chemicals in the environment.

ASSESSMENT: C – Honey Bee project work

Curriculum Content	Time	Teaching and learning activities	Skill development
Reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms	1	Pollination and fertilisation PP Plant reproduction A- Recap parts of the plant by making it and labelling it out of random materials	Explain the process of reproduction in humans and plants as a sequence of steps.
	2	PP Bee Task The importance of the Honey Bee – pollination and food A – project work	Describe and explain the importance of the honey bee for the growth of crops, and how Science can be used to monitor the environment, and intervene in natural processes
	2-3	PP Seed dispersal Assessment – methods and structures of seeds for function DVD- Life of plants- travelling section 4 mins in to introduce seed dispersal strategies. P – Investigating seed dispersal with model seeds and hair dryers	
The importance of plant reproduction through insect pollination in human food security			

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<p>Reproduction in humans (as an example of a mammal) including the structure and function of the male and female reproductive systems, menstrual cycle, gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on foetus through the placenta</p>	1	<p>PP Reproduction Changes during puberty Focus on the role of hormones DVD- Robert Winston DVD</p>	<p>Explain the process of reproduction in humans and plants as a sequence of steps.</p>
	1	<p>PP Reproduction Reproductive parts and function WS Reproductive organs</p>	
	1	<p>PP Reproduction Menstrual Cycle Focus on role of hormones</p>	
	1	<p>PP Reproduction Gametes, intercourse, fertilisation WS Sexual Intercourse Diagram</p>	
	1	<p>PP Pregnancy</p>	
	1	<p>Birth</p>	
	1	<p>PP Contraception</p>	
	1	<p>STIs</p>	
<p>Heredity as the process by which genetic information is transmitted from one generation to the next</p> <ul style="list-style-type: none"> a simple model of chromosomes, genes and DNA in heredity, including the part played by Watson, 	1-2	<p>Variation PP Variation P- Collecting data on types of variation</p>	
	1	<p>Genetics PP Variation WS Variation and Genetics</p>	
	1	<p>Types of reproduction and selective breeding</p>	

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<p>Crick, Wilkins and Franklin in the development of the DNA model</p> <p>The variation between individuals within a species being continuous or discontinuous, to include measurement and graphical representation of variation</p>	<p>1-2</p> <p>1</p>	<p>PP Reproduction and Selective breeding P- Choosing which apples to selectively breed</p> <p>Cloning and Genetic engineering PP Gene Technology and Cloning A- What gene would you like to transfer to your cells and how would you do it?</p> <p>Cuttings P- Grow cuttings of geraniums</p>	
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