

Sex & Relationship Education Policy

Document Detail	
Category:	<i>Student Related</i>
Authorised By:	<i>Student & Community Committee</i>
Sponsor:	<i>Mr Chris Herron</i>
Author:	<i>Mr Chris Herron</i>
Version:	5
Status:	<i>Approved</i>
Issue Date:	November 2019
Next Review Date:	November 2020

Ownership and Control

History

Version	Author	Dated	Status	Details
1	Mh	Dec 2012	Approved	Approved by Student & Community Committee 5 December 2012.
2	Mh	May 2015	Approved	Approved by Student & Curriculum Committee 6 May 2015.
3	Mh	May 2016	Approved	Approved by Student & Curriculum Committee 11 May 2016.
4	Mh	June 2017	Approved	Approved by Local Governing Board 14 June 2017.
5	CHe	July 2018	Approved	Approved by Local Governing Board 4 th July 2018
6	CHe	Nov 2019	Approved	Approved by Local Governance Committee 7 th Nov 2019

Intended Audience

Intended Audience	Intended Method of Distribution
All Staff	Google Drive
Governors	Google Drive

AMENDMENT TRACKER

Name of reviewer: Chris Herron

Date of review: October 2019

Summary of all changes being proposed in this policy review:

Details of amendment

Paragraph after Aims: 7.

Sentence added: "It is also delivered as part of the school curriculum."

Sentence deleted: "On these days all Year 10 and Year 8 are taught SRE by visitors who have specific expertise in this area such as local support agencies and the NHS."

Statutory guidance

Academies do not have to teach the national curriculum and as such, are not obliged to teach SRE. At Harwich and Dovercourt High School, we believe it is essential that we prepare our students for the challenges of life, SRE being part of this. This policy is written with regard to the Education Act 1996, section 403:

403 Sex education: manner of provision

(1) The local education authority, governing body and head teacher shall take such steps as are reasonably practicable to secure that where sex education is given to any registered pupils at a maintained school, it is given in such a manner as to encourage those pupils to have due regard to moral considerations and the value of family life.

Definition

SRE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

SRE involves a combination of sharing information, and exploring issues and values.

SRE is not about the promotion of sexual activity.

Aims

1. To present facts in an objective and balanced manner, in order to enable students to comprehend a range of sexual attitudes and behaviour in present day society.
2. To help students to consider their own attitudes and to make informed, reasoned and responsible decisions about the attitudes that they should be encouraged to adopt while they are at school and in adulthood.
3. Physical aspects of sexual behaviour be set within a clear moral framework, in which students are encouraged to consider the importance of self-restraint, dignity and respect for themselves and others, and helped to recognise the physical, emotional and moral risks of casual and promiscuous sexual behaviour.
4. Students should be helped to appreciate the benefits of a stable family life and the responsibilities of parenthood.
5. It should be recognised that both sexes should behave responsibly in sexual matters.
6. Students are encouraged to reflect on what makes a healthy or unhealthy relationship and how to respond in different situations.
7. Students should know what is and is not legal.

Sex and relationship education will not appear as a discrete subject on the timetable, but will be part of a broader programme of Personal, Social, Health and Economic Education and Science. Personal, Social,

Health and Economic Education is now delivered as three standalone days throughout the year. It is also delivered as part of the school curriculum. These lessons are reviewed to ensure they stay relevant to the needs of our students. Schools will continue to receive specialist support from outside agencies.

Where appropriate this will also be taught through form time. Pupils will be supported in developing the following skills:

- Communication, including how to manage changing relationships and emotions.
- Recognising and assessing potential risks.
- Assertiveness.
- Seeking help and support when required.
- Informed decision making.
- Self-respect and empathy for others.
- Recognising and maximising a healthy lifestyle.
- Managing conflict.
- Discussion and group work.

Parents/carers are the key figures in helping children to cope with the physical and emotional aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings. Teaching should be complementary and supportive to the role of parents/carers.

Parents/carers may withdraw their child from sex and relationship education lessons. Some parents/carers may have a religious, moral or cultural objection to their child being included in sex education lessons. If parents/carers do have objections, they should be encouraged to talk to the Headteacher or Deputy Headteacher.