

## Sex and Relationship Education Policy

**Person Responsible:** Headteacher

**Date:** Sep 2021

**People Involved:** Teaching & Learning Committee

**Reviewed:** Annually

**Adopted:** Sep 2021

**Review due:** **Sep 2022**

## **Sex and Relationship Education Policy**

### **Rationale**

At Whitstone School, we believe that effective Sex and Relationships Education (SRE) is essential if our students, as they grow, are to make responsible and well informed decisions about their lives. It contributes to promoting the spiritual, moral, social, cultural, emotional, mental and physical development of our students, preparing them for the opportunities, responsibilities and experiences of adult life. We understand that there is a statutory requirement for us to have in place such a policy compiled by the School Governors.

We believe SRE should not be delivered in isolation, but be firmly rooted in our Personal, Social and Health Education programme, supplemented by Science and other subjects of our taught curriculum.

### **Definition of Sex and Relationship Education**

Sex and Relationship Education 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 marriage or relationship. We recognise that to be human is to experience sexual feelings, seek connections with other people and develop relationships, which may be physical or non-physical. Our teaching of sex and relationship education is applicable to all sexual orientations and will include teaching of sex, sexuality and sexual health. SRE seeks to enable young people to feel positive about themselves, manage relationships and access the infrastructure of support available.

### **Aims and Objectives**

At Whitstone School we aim to provide our students with an age appropriate SRE programme that is tailored to their physical and emotional maturity. In doing this, we acknowledge the value of contributing to a spiral curriculum. 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, p.5*:

#### ***Attitudes and values***

- learning to care about other people and being sensitive towards their needs and views;
- learning the importance of values, and individual conscience and moral considerations;
- accepting the differences between people and learning not to exploit them;
- learning the value of family life, marriage, and the importance of stable, loving and caring relationships for the nurture of children;
- learning the importance and responsibilities of the family unit for all its members;

- learning to respect oneself and others and being honest, loyal and trustworthy in relationships;
- learning to take responsibility for one's actions in all situations;
- 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;
- learning how to make well informed and responsible decisions about their lives and developing an appreciation of the consequences of the 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.
- We believe that SRE will be achieved by providing an environment and atmosphere where students feel safe, relaxed, not intimidated, but focussed; and where they have confidence and trust in the knowledge, ability and skills of their teachers.

### **Working with Parents**

The school is committed to working in close partnership with parents and carers who are the key people in teaching their children about sex and relationships. Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any SRE resources the school uses.