



# **SHUTTLEWORTH COLLEGE**

## **Sex and Relationships Policy**

**Status :**

**Date of next revision :**

**Reviewed and monitored by:**

**Approved by :**

**Signed by**

**Chair of Governing Body**

September 2020

Sally Sagar

Full Governing Body

## **Basic information**

This policy covers the college's approach to Sex and Relationships Education (SRE). Sex and relationships education is the instruction and enlightenment of pupils in their knowledge and understanding of various different forms of relationships including platonic relationships, family relationships and sexual relationships, including issues relating to sex and sexual behaviour.

## **Aims**

The main aims of sex and relationship education are:

- To help and support students through their physical, emotional and moral development.
- To help students learn to respect themselves and others.
- To give students the skills and understanding they need to move with confidence from childhood through adolescence into adulthood.
- To reduce or delay sexual activity and the incidence of teenage pregnancy.
- To reduce the incidence of STIs including HIV/AIDs.
- To ensure that students are safe from exploitation, have a secure knowledge and understanding in the decisions they make and have confidence in acting upon this knowledge.

## **Key Principles**

It is a legal requirement that all schools have a sex and relationships education policy. The Governing Body is responsible for developing the policy taking into account the culture of the community the school serves whilst ensuring the following:

- All students have an equal entitlement to sex and relationship education.
- The SRE programme is firmly embedded in the PSHE framework.
- Staff will receive appropriate training and support so that they feel confident to deliver the programme.
- The SRE policy and programme of study is in accordance with statutory requirements of study for both KS 3 & 4.

## **The Provision**

SRE will be taught as part of the planned PSHE curriculum. Each year group will complete one whole day of SRE through the PSHE 'drop down day' cycle. Some aspects of the subject, particularly relating to topics such as friendships and teamwork may be delivered during form time activities throughout the course of the year.

## **Teaching and Learning**

The programme will be taught through a range of teaching methods, including source work, use of media, group work, class discussion and questioning and analysis tasks.

A safe and supportive learning environment will be created by ensuring the staff used to deliver sessions are appropriately trained and prepared to do so. These members of staff are also role models for positive interpersonal relationships. The school seeks to provide a

safe and secure learning environment for SRE that enables children and young people to gain accurate knowledge and develop their own values and attitudes, by having a clear set of ground rules that are enforced when discussing sensitive issues, and by listening to the needs of our pupils.

### **SEND, inclusion, equality and diversity**

The needs and interests of all pupils, irrespective of gender, culture, ability or aptitude are by including a varied range of examples and case studies in lessons and resources, so that all pupils gain a thorough understanding of topics.

Teaching will take into account the ability, age, readiness, and cultural backgrounds of students and those with English as a second language to ensure that all can fully access PSHE education provision.

Staff will use appropriate language and encourage students to take part in discussions with the expected level of maturity. Students will respect the privacy of others and understand the sensitivity of information that they may be party to.

The school's equality policy will be enforced throughout SRE to ensure all strands of diversity including disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children are taken into account.

Students with SEN are encouraged to take part in the same lessons as their peers. Differentiated resources and additional support will be made available to students who cannot access the standard learning materials. If additional sessions are felt necessary to support some students these will be conducted through the school's SEND department.

### **The Role of Parents and Carers and the Community**

Parents have the right to withdraw their child from all or part of the SRE delivered as part of the PSHE programme, but not from those parts included in the statutory National Curriculum for Science. If a parent requests their child is withdrawn from SRE the college will provide support by discussing the decision to better understand the motivation for removal.

The wider community will be involved at different times. Health professionals, particularly the school nurse, have a role to play and may work with teachers in delivering some aspects of the SRE. A teacher is present in the lesson at all times if a visitor contributes to the delivery of SRE.

### **Confidentiality**

Disclosures from pupils may take place and they will be reassured that their best interests will be maintained. They will be encouraged to talk to their parents or carers. They will be reassured that if confidentiality has to be broken they will be informed first and supported as appropriate. If there is a child protection issue the teacher will inform the safeguarding team immediately.

