



**Midhurst Rother College**

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# Midhurst Rother College

## SEX AND RELATIONSHIP EDUCATION POLICY

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# SEX AND RELATIONSHIP EDUCATION POLICY

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### 1. Introduction

Midhurst Rother College is committed to ensure that the health, safety and well-being of all students and staff take the highest priority.

The College fully supports the Every Child Matters agenda which is reflected in this policy. The College will strive to ensure that our students stay safe and healthy in their personal and family lives, as well as in school. The College also places an emphasis on the development of personal, learning and thinking skills and this is evident in school policy and teaching and learning.

### What is Sex and Relationship Education?

Sex and Relationship Education (SRE) is lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage and stable and loving relationships for family life, , respect, love and care. SRE also involves the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual activity.

SRE has three main elements:

- Attitudes and values
- Personal and social skills
- Knowledge and understanding

We will adopt the National Healthy Schools Standard (NHSS), to help ensure that every element of our ethos and teaching is consistent with the development of healthy lifestyles. In accordance with this, we will ensure that this policy and programme:

- Adopts a whole-school approach
- Involves parents and carers
- Seeks and responds to students' views

This policy should be read in conjunction with the government response to the SRE review (October 2008) and will be reviewed to comply with the legislation that requires all pupils to receive SRE education from 2010

## **2. Aims**

Through a carefully developed programme of activities in several curriculum areas, using a variety of approaches, students at the College will develop knowledge, understanding and skills empowering them to:

- Make responsible and well-informed decisions about their lives
- Understand their spiritual, moral, cultural, physical and mental development
- Sensitively relate to a wide range of people and be able to empathise with and support them as necessary
- Have a sense of their own personal worth and that of others
- Communicate their feelings, aspirations and needs appropriately and sensitively
- Have an understanding of human reproduction and a clear awareness about the need for healthy lifestyle choices
- Have the self-confidence and skills to assert their own independence and choice, particularly with regard to peer pressure
- Appreciate the importance of stable, caring and loving relationships in promoting mental and emotional health
- Prepare for the opportunities, responsibilities and experience of adult life
- We will endeavour to involve young people in the designing of the SRE programme

## **3. Roles and responsibilities**

### **The Governing Body**

The Governing Body, in consultation with parents, staff and the principal will ensure the development policies which reflect the wishes of parents and the community served by the College. All schools must have a current SRE policy which is available for inspection and to parents. The lead governor for PSHE will be appointed (this is currently Lisa Backhouse).

### **The Principal**

The Principal is responsible for ensuring that this policy is fully implemented, that staff are appropriately prepared and sufficient resources available to ensure the effective delivery of all elements of this policy. While the overall responsibility for this policy rests with the Principal, the management and day-to-day implementation of this rests with the Co-ordinator of PSHE.

### **Staff**

All staff in their daily engagement with other colleagues and with students will promote the personal, moral and social qualities helping to provide good role models which will enable students develop their own positive identities and personal qualities. Staff who teach in this important area must ensure that they prepare adequately to ensure all students appreciate and understand the messages delivered here. The College aims to develop the skills and confidence of those delivering the Sex and Relationship Education Policy. In support of this aim, MRC will utilise the role of external contributors in delivery. The College is committed to on-going training and support.

## **4. Related policies**

- Personal, Social, Citizenship and Health Education (PSCHE) Scheme of Work
- Race Equality
- Gender Equality

## 5. Programme

This programme will be delivered within the Personal, Social Citizenship and Health Education (PSCHE) course, which is taught in every year group by a dedicated team of teachers. Some aspects of may be covered in other curriculum areas, for example Science and Religion and Philosophy. This programme describes what will be taught and when. The techniques and approaches used will be covered in schemes of work.

### Principles:

- Teach about taking responsibility and the consequences of one's actions in relation to sexual activity and parenthood
- Involve outside agencies as educators
- Give students a clear understanding of the arguments for delaying sexual activity and resisting pressure
- The programme will be fully inclusive, taking into account such factors as cultural, religious and the different intellectual abilities of students

### Specific Issues to be covered within the programme:

- Puberty
- Menstruation
- Contraception
- Abortion
- Safer sex
- HIV / AIDS
- Sexually Transmitted Infections (STIs)

At the present time, this area of the National Curriculum is not mandatory for Academies The College believes that in this area, students should receive messages consistent with those given to others nationally.

Key Stage 3	Key Stage 4
Friendship Growing up and responsibility Boyfriends, girlfriends and feelings Listening Values Boys and girls and growing up Priorities Parents Being a mum, being a dad, and what really matters Sexism Homophobic bullying Responsibilities in a sexual relationship Health responsibilities in a sexual relationship Contraception – Whose responsibility? Life as a young mum Parents and teenagers	Emotional responsibilities in a sexual relationship Love and marriage Me and you Agony aunt Influence and persuasion Parenting skills Media images of success Exploitation Celebrating difference Body images Teenage dad Teenage parents, looking after baby

### **Learning strategies**

These will be developed in greater detail in the schemes of work, but will include:

- Set and agree clear ground rules
- Use 'distancing techniques' such as role play
- Dealing with questions
- Use discussion and project learning
- Build in reflection periods

### **Staff Training**

Staff contributing to the delivery of this policy are expected to work within an agreed College values framework, which must be in line with current legislation. Some staff may need extra support and training to deal sensitively with some of the specific issues above. Training will begin to further support the leadership of SRE.

### **Working with parents/carers**

Parents/carers are the child's first educators..The College will consult with parents/carers on the development of this policy. Parents/carers have the right to withdraw their children from SRE lessons, apart from the mandatory sections above in the National Curriculum, and we will provide alternative education for students whose parents/carers do so. The DCSF have produced a pack of information for such parents/carers and their children. The College will provide if requested lesson plans and schemes of work. Queries should be directed to SL for PSHCE

### **Child Protection**

Students cannot learn effectively if they are concerned or frightened about being abused or being the victim of violence. They have the right to expect schools to be safe and secure environments. If a member of staff feels that a child is being abused, then they must report that to the College's child protection officer, Vice Principal 1.

### **Personal Disclosure by a child**

**Child Protection procedures are outlined fully in the College Child Protection Policy which should be read in conjunction with this document.**

### **6. Involvement of external agencies**

To deliver a programme of the very highest standards, , experts and professionals in this area will be invited to work with students. The College inform parents/carers in a timely manner, to ensure that they are aware of such visits. Examples of such parties include:

- Health professionals: Doctors and nurses (Nikki Fellows)
- Social workers
- Youth Workers
- Peer educators

### **7. Monitoring and review procedures**

This policy and the programme will be monitored and reviewed on an annual basis by the Co-ordinator of Personal and Social Education. This will include:

- Discussion with staff responsible for the programme
- inspection of the programme scheme of work
- Observation of lessons.
- Stakeholder views including student voice

Any amendments to this policy will be communicated to parents in the literature home.