



# The Hayesbrook School

## A Brook Learning Trust Academy

### Sex & Relationships (SRE) Policy



#### **Introduction**

At Brook Learning Trust we bring together our unique academies in our belief in the power of education to change lives and communities. It is our steadfast purpose to challenge and defy the barriers that constrain the educational progress of any child. We set high aims for aspiration and secure collective responsibility for all our children's achievements. Our work is underpinned by the values of Integrity, Respect, Courage, Optimism, Excellence and Accountability.

#### **Synopsis**

SRE and SMSC education is an important part of the curriculum of all pupils. This policy is designed to ensure that all pupils are aware of the important health and moral aspects of this part of life

#### **Aims and Objectives**

- to give an understanding of human reproduction
- to promote the understanding of the physical and emotional changes that take place during adolescence
- to assist the development of informed, reasoned and responsible decisions
- to help young people be positive and confident about the emotional and moral aspects of sexual maturity
- to ensure knowledge of the relevant law
- to develop knowledge and understanding about the physiology of sex, contraception, male and female puberty, menstruation, sexually transmitted diseases (STD's) and Acquired Immune Deficiency Syndrome (AIDS)
- to explore moral values, family values, religious values, gender roles and stereotyping
- to provide opportunities for pupils to examine their own values regarding sexual activity and related issues
- to explore the nature of a variety of personal relationships from friendship to intimacy
- to further develop personal skills i.e. listening, communicating

#### **Definition: What is Sex and Relationships Education**

It is lifelong learning about physical, sexual, moral and emotional development. It is about understanding of the importance of stable and loving relationships, respect, love and care, for family life. At Hayesbrook we believe we have a responsibility to help students acquire the skills and develop attitudes that will help them to build healthy, happy and respectful relationships throughout their lives

This policy takes into account recent DfE guidance which is due to be in place from September 2020

Hayesbrook understands the need for age-appropriate and relevant SRE, building on students' prior knowledge. Our whole school approach to SRE recognises that all teachers have an important role to play in determining the quality of provision regarding SRE. Both the formal and informal curriculum at Hayesbrook offer opportunities for the development of this practice and opportunities exist throughout the curriculum for promoting SRE, through:

PSHEE / Citizenship programme  
Pastoral and tutor system  
Student support systems  
Trips and visits  
Focus Days  
Assemblies

Parents have the right to withdraw their children from SRE lessons that fall outside aspects covered in Science lessons, and do not have to give reasons for withdrawing their children. Any parent wishing to exercise this right should initially contact the Head of School.

## **RSE has three main elements:**

### **Attitudes and Values**

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of family life, marriage and stable loving relationships for the nurture of children
- Learning the value of love, respect and care
- Exploring, considering and understanding moral dilemmas and developing critical thinking as part of decision making

### **Personal, Social Skills and Emotional Literacy**

- 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 consequence of choices made
- Managing conflict and learning how to recognise and avoid repetition 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 delay and the avoidance of unplanned pregnancy

Much of the Sex and Relationship Education at Hayesbrook takes place during PSHCE lessons or Focus Days (KS4) and the former are delivered with support from professionals where appropriate. In KS4 SRE content is delivered through Focus Days and our pastoral system. In KS3 lessons the SRE content is set within the wider context of our KS3 Citizenship curriculum and pastoral sessions and these focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. A team of teachers deliver the citizenship lessons in KS3, a member of the wider leadership team co-ordinates the day to day delivery of the content and a member of the Senior Leadership Team has overall oversight of the delivery. Where SRE is delivered in Science lessons, by members of the Science department, these lessons are more concerned with the physical aspects of development and reproductions, although the importance of relationships is not forgotten.

SRE lessons may consider issues or questions that some students may find sensitive. Ground rules are established before these lessons which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

A range of learning strategies are employed to help our students to talk, listen and think about sex and relationships. Any health professional who is involved in delivering programmes will be expected to work within the school's SRE and safeguarding and confidentiality policies. However, when they are in their professional role, such as the school nurse, they should follow their own code of conduct.

The school recognises that delivery of SRE is not the sole responsibility of the school. Parents and the wider community have much to contribute. Parents and students can be reassured that the personal beliefs and attitudes of those delivering SRE will not influence the teaching of SRE. Teachers and other adults involved in delivering the SRE programmes will sometimes have to deal with controversial and sensitive issues. The nature of the issues may lead to a student disclosing to a member of staff. All staff employed by the school have up to date child protection training and are fully aware of the school's Child Protection and Safeguarding Policy, to be found in the staff handbook.

### **Inclusion**

We intend that our policy should enable all pupils to be included, irrespective of their cultural background, special educational needs or sexual orientation.

#### *a) Ethnic and Cultural Groups*

We intend our policy to be sensitive to the needs of different ethnic groups. We will respond to parental requests and concerns

