

THE PEELE COMMUNITY COLLEGE

SEX AND RELATIONSHIPS EDUCATION POLICY

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Legal Requirements affecting The Peele Community College

The most up-to-date legislation relating to sex and relationships education (SRE) are contained within the Education Act (1996) and the Learning and Skills Act (2000). The requirements are that:

It is compulsory for all maintained schools to teach some parts of sex education i.e. the biological aspects of puberty, reproduction and the spread of viruses. These topics are statutory parts of the National Curriculum Science which must be taught to all pupils of primary and secondary age.

There is also a separate requirement for secondary schools to teach about HIV and AIDS and sexually transmitted infections.

The broader topic of sex and relationships education (SRE) is currently not compulsory but is contained within non statutory PSHE education within the National Curriculum and is strongly recommended within Government SRE Guidance (2000).

At all maintained schools parents or carers will have the right to withdraw their children from all or part of the sex education offered outside of the curriculum in science: in such instance the legal responsibility for the delivery of SRE falls to the parents or carers.

The statement should be made available to parents of registered pupils at the college and provide a copy of the statement, free of charge, to any such parent who asks for one.

Aims

We hope to equip our students with the knowledge and skills to make informed decisions about their lifestyles and relationships. We hope our students will have been encouraged to be open minded and think positively about other people and therefore develop non-exploitative, caring relationships, be less likely to be exploited by others and be aware that homophobia is unacceptable.

Leadership, Management and Governance

The responsibility for overseeing this policy lies with the Headteacher, the member of staff with responsibility for SRE and the Governors. However, all staff have a responsibility to read and understand this policy and ensure the well-being of all students.

Staff with responsibility for SRE and related incidents

There will be at least one member of staff with responsibility for:

- Coordinating SRE as part of the PSHCEE curriculum
- Liaising with outside agencies who provide additional support to students such as school nurse
- Informing staff of legislation and updating information regarding STI's.

Staff Delivering SRE should:

- Have regular training to keep up to date in curriculum issues relating to SRE and legislation from the LA, Health Authority and government
- Monitor and assess the results of the SRE offered at The Peele Community College.

All Staff should:

- Ensure that they promote positive attitudes to relationships within the context of relevant legislation
- Not promote or ignore homophobic through their teaching or example
- Not have any inappropriate relationships with any students at the college.

Teaching and Learning

- Staff create an environment where students can contribute fully and with confidence
- Teachers challenge inappropriate attitudes towards sexuality and sexual orientation
- Teachers do not promote homophobia in lessons and challenge it if it occurs.

Curriculum

- Incorporates the principles of any legislation about sex and sexuality
- Students are taught the physiological aspects of sexual reproduction at a level appropriate to their learning levels
- Students are taught about relationships and what makes a positive, caring partnership, the different levels in a relationship and how they develop
- The college uses outside agencies to deliver up to date information about self-esteem, peer pressure, sexually transmitted diseases, contraception, abortion, adoption and how to access the services of local groups who deal with these issues
- Role models, both positive and negative are used to demonstrate the consequences of unprotected sex.

Partnerships with parents and communities

- All parents are encouraged to participate fully in the life of the college
- The college works with parents to promote positive relationships and tolerance of all sexual preferences within the law.

Dealing with disclosures or discoveries relating to sexual relationships

- The member(s) of staff with responsibility for child protection is available to discuss concerns staff may have regarding students of the college, relating to sexual relationships

- Staff should follow the guidelines set out in the Child Protection Policy if a student discloses something relating to a sexual relationship.

Provision and Context

- All students should have a sound knowledge of sexual reproduction, safer sex, access to support agencies and the consequences of unprotected sex
- The material taught will be assessed at the end of the academic year and student progress monitored by the teaching staff and faculty leader
- The scheme of work should take into account the information that students receive from a variety of sources, including the media and help them to treat it critically
- Where appropriate outside speakers will be brought in to strengthen the delivery of the subject.

SRE at the Peele Community College will;

- Generate an atmosphere where questions of a sexual nature can be asked and answered without embarrassment with trust and confidentiality ensured
- Enable students to develop positive, non-exploitative relationships
- Enable students to be aware of personal, psychological, emotional and physical changes
- Emphasise the role and value of family life
- Enable students to know what is and what is not legal in matters relating to sexual activity
- Inform students where they can go for advice.

SRE at the Peele Community College will promote the following values;

- Respect for oneself and other people
- Taking responsibility for one's actions in all situations
- Honesty and loyalty in relationships
- The importance and responsibilities of the family unit for all members, without advocating one family style over another
- Sensitivity towards the needs of others
- To recognise the physical, emotional, moral implications, risks of certain types of behaviour
- To recognise and accept the difference of others.