



SRE (Sex and Relationships) Policy 2019

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## **Introduction**

Denton Community College believes that SRE (sex and relationships education) makes an essential contribution to every student's health, wellbeing and enables them to prepare for adult life. It is an integral part of the PSHE/Citizenship programme, which is taught discretely within the curriculum through:

- Form and pastoral time
- Whole school drop down days
- Specific units of study within the RE curriculum
- Specific units of study within the science curriculum (see mapping outline below)

Students in our college come from diverse backgrounds and express a spectrum of beliefs and values. The RSE curriculum is designed to provide comprehensive understanding of the beliefs and attitudes held in our range of families about such issues such as sex and relationship education, abortion, contraception, homosexuality, gender identity and sex outside marriage.

The stage of development and the experiences of any group of young people of the same age will be diverse and varied. This fact has clear implications for our curriculum content, teaching approaches, and the creation of an appropriate learning environment based on the need to develop in young people respect for each other's differences.

The college acknowledges the importance of its pastoral role in the welfare of young people, and through the general ethos of the college, will seek to persuade students in need of support to come forward.

## **Aim of SRE education**

The aim of this policy is to communicate to staff, governors, parents/carers, visitors and students the manner in which SRE will be delivered and supported at Denton Community College, in accordance with the Secretary of State's 2019 guidance on SRE.

## **What is effective Sex and Relationships Education?**

SRE at Denton Community College is delivered via a curriculum that facilitates the development of healthy attitudes towards sex, sexuality, emotions, relationships and sexual health amongst our learner community. It promotes the spiritual, moral, cultural, mental and physical development of students. As well as preparing them for the opportunities, responsibilities and experiences of later adult life. In our view, effective sex and relationships education incorporates:

- Reinforcing positive attitudes and values. Students are helped to examine their own and other people's attitudes and values, particularly related to sexual matters, and to respect the rights of others to their own opinions.

- Helping students to develop a good self-image and high self-esteem, responsibility and the ability to make informed decisions.

- Teaching a curriculum that helps to develop personal and social skills. SRE at Denton Community College encourages the acquisition of skills ensuring that student relationships with others are positive, fulfilling and respectful. Our curriculum helps students to explore how to be themselves in terms of beliefs, culture and traditions and to respect others. It provides opportunities to develop communication skills and healthy assertiveness within a range of different situations. Our curriculum emboldens students to recognise opportunities to develop a healthy lifestyle.

- Comprehensive acquisition of knowledge and understanding. SRE provides education on: safer internet use, puberty, personal safety, friendship and love, family life and relationships, sexuality and same-sex relationships, different conceptions of gender identity, conception and birth processes, breast feeding, contraception, sexually transmitted infections, prejudice and stereotyping, healthy and unhealthy relationships and sex and the law. Students gain a full understanding of the nature and diversity of relationships and sexuality.

Our curriculum provides an objective and balanced view of sexual matters, correcting any misinformation students may have gained. It gives them the information and understanding they need to approach related issues with maturity, sensitivity and objectivity and teaches the equality of differing relationships within society.

### **What is the moral and values framework of Sex and Relationships Education at Denton Community College?**

SRE at Denton Community College draws on the expectations outlined in the National Curriculum, which states curricula should:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

To ensure this:

- We value ourselves as unique human beings capable of spiritual, moral, intellectual and physical growth and development.
- We value others for themselves, not only for what they have or what they can do for us.
- We value relationships as fundamental to the development and fulfilment of ourselves and others, and to the good of the community.
- We value truth, freedom, justice, human rights, the rule of law and collective effort for the common good. In particular, we value families as a source of love and support for all their members, and as the basis of a society in which people care for others.
- we expect that the personal beliefs and attitudes of teachers will not influence their teaching of SRE. Teachers will address students' questions with due regard to the beliefs and values of the child's family.
- The teaching of SRE respects and refers to the beliefs of the child's home background. SRE is also part of the college's provision for Spiritual, Moral, Social and Cultural development. It encourages each student to develop confidence and a clear awareness of their own beliefs and values and to develop mutual understanding and respect between students for their diverse beliefs and values.

### **How does Sex and Relationships Education relate to equal opportunities?**

The college's policy for equal opportunities also underpins the teaching of SRE and complies with the Equality Act 2010. We recognise that sex and relationship education can act as a basis for promoting equality between individuals and groups. It necessarily involves an exploration of human and social diversity, and a fostering of self-esteem and self-worth in a learning environment that recognises and respects difference.

We work hard to ensure that our sex and relationship education is relevant and accessible to all of our students and that it is appropriate for all levels of understanding and maturity. It caters for all students and is respectful of how students choose to identify themselves, their sexual orientation and gender identity (established or emerging). This means that sex and relationships education is sensitive to the different needs of individual students and may/will evolve and adapt over time.

### **How is Sex and Relationships Education taught?**

The college recognises the need to begin with students' own experiences, beliefs and values and we place a high importance on creating a supportive and secure atmosphere where students can develop the confidence needed to talk, listen and think about sex and relationships. In order to do this, teachers:

- Establish ground rules with students
- Emphasise the importance of mutual respect
- Ensure no open personal disclosures in a class setting

- Use distancing techniques
- Provide for anonymity by using a question box (this also gives the teacher time to consult with colleagues on how to answer unexpected questions from students)
- Encourage reflection

The college also draws on a range of teaching methods in order to encourage exploration of attitudes, values and beliefs, using active learning methods which involve students and help them to personalise information. This also increases the likelihood of the learning being relevant and effective. Students are taught how to practise and develop confidence in using communication, negotiation and decision making skills. Students are consulted about issues they wish to explore, how they wish to work together, how well lessons are going and what changes need to be made.

The college recognises that SRE is a whole college concern. For this reason, some aspects of the curriculum are taught through the PSHE form time programme and the whole school drop down days. However, there are some elements which need to be taught separately within RE lessons where considerable expertise exists. SRE topics in RE are delivered by a group of teachers who are trained and confident in teaching this curriculum.

In addition, the college draws on the expertise of the School Nurse, faith communities and specialist agencies to support the RSE curriculum.

The college believes that RSE education is beneficial for all students and their wellbeing. Students are consulted about the topics that they wish to learn about and these are integrated where appropriate. Resources and agencies are used that recognise diverse beliefs, create resources that are appropriate to students' age, maturity and religious and cultural background.

All teachers are given training on handling controversial topics and are made clear about confidentiality boundaries and know where/who to refer students for confidential advice and support.

### **Right of withdrawal**

Sex and relationships education is delivered to all students and it is hoped that all will participate.

However, the college acknowledges that, under the Education Act 1993, parents/carers have the right to withdraw their child/children from all or part of the sex and relationships education programme, apart from that which is covered in the National Science Curriculum.

However, parents/carers need to be aware that sex and relationships education can occur at any time if it arises naturally from class discussion.

Parents/carers also need to consider whether they want their child withdrawn from all sex and relationships education or just that part which deals explicitly with sexual intercourse and related issues. Discussions on feelings, values and relationships may well not be of concern and actually improve their child's understanding of the wider world.

Parents/carers wishing to exercise their right to withdraw are asked to make an appointment to meet the Head of Religious Education and PSHE to discuss their concerns.

### **Procedure for Monitoring and Evaluating**

The SRE curriculum will be reviewed every two years and the college reserves the right to adapt its curriculum at any time if a need arises for it to do so i.e. in response to a current issue.

Evaluation of this policy could include:

- Assessments of knowledge and understanding of information and issues addressed in SRE
- Student responses to teaching content and methods
- Teacher responses to teaching content and methods
- Evidence of students' increased self-responsibility and respectful attitudes

- Analysis of data i.e. re: recorded instances of expressions of homophobia, bullying, sexist graffiti, casual use of derogatory language, particularly with sexual or gender meanings