



Woolwich Polytechnic
School for Boys



Woolwich Polytechnic School for Boys PolyMAT

Sex and Relationships Policy

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Sex and relationship education is a lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity.

It has three main elements:

1. attitudes and values

- learning the importance of values and individual conscience and moral considerations;
 - learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
 - learning the value of respect, love and care;
 - exploring, considering and understanding moral dilemmas; and
 - developing critical thinking as part of decision-making.
- Personal and social skills
 - 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 consequences of choices made;
 - Managing conflict; and
 - Learning how to recognise and avoid exploitation 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 such delay; and
 - The avoidance of unplanned pregnancy.

The DfE recommends that sex and relationship education is delivered through the PHSE and Citizenship framework.

The Aims of Sex and Relationships Education

Based on the above definition the aims of SRE in this school are:

- To enable our pupils to better understand the nature of human relationships;
- To enable pupils to see the importance of stable loving relationships for the bringing up of children;
- To prepare pupils for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.

- To enable pupils to make good, informed choices concerning relationships and healthy lifestyles.

Moral Dimension

The Academy recognises that it is a moral body in its own right. As part of the whole curriculum the Academy seeks to explore issues of right and wrong. The Academy recognises that SRE is fraught with certain difficulties and whilst it acknowledges different life style choices it promotes a view that stable loving relationships are the best context for sexual relationships and for the bringing-up of children.

Content of the school's SRE programme

The SRE curriculum is currently under review and we aim to develop it so it meets the needs of the students and reflects the school's vision. The development of the KS3 and KS4 curriculum will be completed by spring 2015. It will be evaluated for the following academic year. The curriculum will cover the following aims that link with the Sex and Relationship Education Guidance (2000) and the non-statutory PSHEE attainment targets.

Key Stage 3

Developing a healthy, safer lifestyle

Pupils should be taught:

- to recognise the physical and emotional changes that take place at puberty and how to manage these changes in a positive way
- how to keep healthy and what influences health, including the media
- that good relationships and an appropriate balance between work, leisure and exercise can promote physical and mental health
- in a context of the importance of relationships, about human reproduction, contraception, sexually transmitted infections, HIV and high-risk behaviours including early sexual activity
- to recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel
- to recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including knowing when and where to get help

Developing good relationships and respecting the differences between people

Pupils should be taught:

- about the nature of friendship and how to make and keep friends
- to recognise some of the cultural norms in society, including the range of lifestyles and relationships
- the changing nature of, and pressure on, relationships with friends and family, and when and how to seek help
- about the role and importance of family relationships
- about the role and feelings of parents and carers and the value of family life
- to recognise that goodwill is essential to positive and constructive relationships
- to negotiate within relationships, recognising that actions have consequences, and when and how to make compromises
- to resist pressure to do wrong, to recognise when others need help and how to support them

- to communicate confidently with their peers and adults.

Key stage 4

Developing a healthy, safer lifestyle

Pupils should be taught:

- to think about the alternatives and long- and short-term consequences when making decisions about personal health
- to use assertiveness skills to resist unhelpful pressure
- about the health risks ... early sexual activity and pregnancy, ... and about safer choices they can make
- in the context of the importance of relationships, how different forms of contraception work, and where to get advice, in order to inform future choices
- to seek professional advice confidently and find information about health
- Developing good relationships and respecting the differences between people

Pupils should be taught:

- to be aware of exploitation in relationships
- to be able to talk about relationships and feelings
- to look at consent
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- to deal with changing relationships in a positive way, showing goodwill to others and using strategies to resolve disagreements peacefully
- about the nature and importance of long term loving relationships for family life and bringing up children
- about the role and responsibilities of a parent, and the qualities of good parenting and its value to family life
- about the impact of separation, divorce and bereavement on families and how to adapt to changing circumstances
- to know about the statutory and voluntary organisations that support relationships in crisis

Organisation

- SRE should not be delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social, Health and Economic Education (PSHEE). At Woolwich Polytechnic School the *main* content is delivered within PSHEE during Personal Development lessons to tutor groups.
- SRE is normally delivered by the form tutor
- External agencies helping us to deliver SRE in our school include: the school nurse, the Greenwich Primary Care School Sex and Relationships Education Coordinator and the Greenwich Young Men's Project Officer (Sexual Health), The Big Fish Theatre Company, The Metro Centre (voluntary sector agency which provides services for lesbian, gay and bisexual people in South-East London.) (Delivering training , providing information, assisting and supporting the delivery of SRE relating to sexuality.)
- Visitors are invited in to school because of the particular expertise or contribution they are able to make to the SRE programme
- All visitors are **familiar with and understand** the school's SRE policy and work within it;
- All input to SRE lessons is **part of a planned programme** and negotiated and agreed with staff in advance;
- All visitors are **supervised/supported** by a member of staff at all times;

- The input of visitors is **monitored and evaluated** by staff and pupils. This evaluation informs future planning.
- The school will liaise with the local primary school(s) (by Summer 2015) in order to ensure that the programme for SRE is continuous at KS3).

Assessment and Evaluation

Elements of the sex education in the science curriculum are assessed formally.

Assessment and evaluation of the SRE programme outside the science order is conducted using a variety of informal activities which have been built into the programme. This could include peer assessment and self assessment. Teachers delivering SRE should constantly evaluate their lessons to inform future planning.

Specific Issues within SRE

Withdrawal

Parents/Carers have the right to withdraw their children from all or part of the Sex and Relationships Education provided at school except for those parts included in statutory National Curriculum Science.

Those parents/carers wishing to exercise this right are invited in to contact the Headteacher and/or SRE Co-ordinator who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed.

Materials are available to parents/carers who wish to supplement the school SRE programme or who wish to deliver SRE to their children at home.

A parent's leaflet is available upon request which states what parents can withdraw from.

Confidentiality and Child Protection Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. (Please read the Confidentiality Policy). If this person believes that the child is at risk or in danger, she/he talks to the school's designated child protection co-ordinator who takes action as laid down in the Child Protection Policy. All staff know the identity of the member of staff with responsibility for Child Protection issues and liaise as appropriate.

The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Answering Difficult Questions

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to draw their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned.

Woolwich Polytechnic School for Boys believes that SRE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents (as appropriate) on this issue to reassure them of the content and context.

Dissemination

All staff members, governors and parents should have access to a copy of the SRE policy. Training is regularly delivered to staff on the policy content. Copies of the SRE policy are available from the school office on request from parents.

Woolwich Polytechnic School believes in the importance of appropriate staff training to enable staff to deliver effective SRE. The coordinator will access courses or INSET opportunities to assist staff involved in the delivery of SRE.

The SRE/PSHEE Co-ordinator facilitates the gathering of policy feedback from parents, staff and pupils every two years.