

CALDAY GRANGE GRAMMAR SCHOOL

a DfES designated Technology College & Language College

Founded 1636



Title of Policy:	SEX & RELATIONSHIPS EDUCATION		
Policy reference:	CGGS policy/statutory003/curr/sexeducation		
Current Version:	001		
Previous Versions:	Sex & Relationships education_October 2009		
Author:	Mr Mark Rodaway, Headteacher		
Reason for re-draft: (tick most applicable)	First Draft		
	Scheduled Review		✓
	Minor changes		
	A number of changes		
Approved by:	Full Governing Body	Date:	20th March 2014
Consultation details (where appropriate):	Discussed and approved by Curriculum & Student Welfare Committee on 27 th January 2014		
Notes:			
Date of next review:	January 2016		

The policy was first formulated in 1995 and was updated to take account of the LA guidance document – Sex and Relationship Education 2003. The policy now forms part of the Health Promoting Schools Initiative.

Ethos

The school believes that Sex and Relationships Education (SRE) should be set within a framework in which students are encouraged to behave with integrity in a responsible, informed and tolerant manner in their personal relationships and to respect difference.

Aims and objectives

- Provide a consistent and holistic programme of sex and relationships education.
- Provide a sex and relationships education programme influenced by the needs of young people; staff and parents' perceptions of those needs; the age and maturity of the children; and the resources available.
- Encourage staff to generate an atmosphere where questions about sex, sexuality, contraception, HIV and AIDS and other associated issues can be asked and answered without embarrassment on either side.
- Respect the diversity of 'family' life, and will encourage the respect for difference that allows children and young people to discuss their family experience without value judgement.
- Protect young people against exploitation and to understand they have rights over their own bodies.
- Provide reassurances to children that physical and emotional changes and variations are normal, and to help them develop their sexuality as part of their whole personality.
- Recognise the value of equal opportunities as contributing to the development of everyone, rather than simply redressing the balance for people who suffer discrimination.
- Provide guidance to young people on sexual matters and counter-balance the negative stereotyping by sex epitomised by the media.
- Prepare young people for long-term partnerships and the responsibilities of parenthood.
- Prepare young people for adult relationships and partnerships.
- Provide information and advice about agencies in the community who can support staff, and assist individuals to learn about and understand their sexuality.

Implementation

Content headings for the sex and relationships education programme

- The biological basics of human reproduction are taught during the academic lessons of Biology within the curriculum 11 to 16.
- Personal, social relationships and related issues of SRE are discussed during the PHSE programme throughout KS3 and KS4 and the Sixth Form
- The PSHE Scheme of work is attached.
- At all stages in the curriculum sexual matters are discussed only in the context of stable relationships and that the importance of personal responsibility is stressed.

The organisation of sex and relationships education

- Mr Richard Evans, Curriculum Coordinator for Communication and Understanding Faculty, is responsible for coordinating sex and relationships education as part of the PSHE programme.
- Information about contraception will be presented without prejudice to moral and religious objections, which will be discussed.
- SRE will be delivered through Science lessons, PHSE lessons, and using appropriate external providers where appropriate.
- The sessions are delivered by trained members of the school staff in conjunction with members of appropriate outside agencies.
- The resources that will be used consist of video tapes, information sheets, published leaflets and in-house produced materials.

Specific Issues Statements

- The school will consult with parents by writing to inform them about the SRE PHSE module at the beginning of each year informing them that they have the right to see materials and resources that will be used and that they have the right to withdraw their child from Sex and Relationships Education.
- Parents will be provided with a booklet outlining course content and approaches. They will be asked to comment on this via a feedback form.
- In the event of the withdrawal of a child from SRE lessons, he will report to the member of staff concerned, who will make arrangements for supervision and will ensure suitable alternative materials are made available.
- The issues dealt with in SRE have clear links with other policies, e.g. bullying, drugs and equal opportunities.
- No staff should be forced to contribute if they are uncertain of their ability to cope or do not wish to for other reasons.

Resources

Resources for SRE have been selected and developed following training courses organised by Wirral Borough Council's Advisory Teachers Section and take account of the specific needs of the target groups. They have all been checked to ensure, as far as possible, an absence of stereotyping, bias and prejudice, and that topics and materials are age-appropriate.

Monitoring and Education

- The present programme of SRE and the Personal, Health and Social Education programme will be reviewed regularly to ensure that SRE is dealt with in context and in a coordinated and integrated manner. A member of the Senior Management Team and the PHSE coordinator will carry out the review.
- Monitoring of the SRE course will take place via the Performance Management programme by a member of SMT.
- Monitoring and evaluating should take place on a regular basis and involve teachers, students and parents (through informal discussion and questionnaires).
- The result of monitoring and evaluating should lead to a continual updating of the policy.

Dissemination of the policy

Copies will be available in the Headteacher's Office, the Staffroom and the Medical Room, and via the school Website.

MANAGEMENT OF CHILD PROTECTION ISSUES

Person responsible: Mr M R Rodaway

[In his absence the Deputy Headteachers should be informed]

Any person with knowledge or suspicion that a child has been abused or is at risk of abuse has a duty to refer their concerns to a statutory authority, i.e. Social Services or the Police. [If none of the above-named persons is available and a specific allegation has been made, the member of staff must make direct contact with the duty Social Worker.]

All staff must be aware of the Child Protection Policy that identifies the procedures involved.
Advice can be obtained from Mrs Vicki Storey.

Aims of SRE at Calday (Adjunct to SRE Policy)

- To teach the importance of values and individual conscience and moral considerations
- To teach the value of family life, and stable and loving relationships for the nurture of children
- To teach the value of respect, love and care
- To explore, consider and understand moral dilemmas
- To teach how to manage emotions and relationships confidently and sensitively
- To develop self respect and empathy for others
- To learn to make choices based on an understanding of difference and with an absence of prejudice
- To learn how to manage conflict
- To develop an appreciation of the consequences of choices made
- To learn how to recognise and avoid exploitation and abuse
- To learn and understand about physical development at appropriate stages
- To understand about human sexuality, reproduction, sexual health, emotions and relationships
- To learn about contraception and the range of local and national sexual health advice, contraception and support services
- To learn the reasons for delaying sexual activity, and the benefits to be gained from such delay
- To learn strategies for avoiding unplanned pregnancy

Monitoring of SRE Policy

The monitoring of the policy has been delegated to the Curriculum Committee of the Governing Body

Measures of Performance (MOP's)

Numbers of parents that withdraw their children from all or part of the SRE programme.

Analysis against sub groups particularly ethnic and religious groups.

Measures of Effectiveness (MOE's)

Impact upon students in relation to themes identified in SRE policy.

Judgement of staff performance/lesson delivery.

Student feedback.

Indicators

Data from student withdrawals

Monitoring of lesson delivery, percentage of PSHE lessons judged at GOOD or OUTSTANDING

Governor observations of PSHE/SRE lessons

Student feedback particularly from external providers, proportions of positive feedback.

Curriculum Committee review of scheme of work for PSHE in relation to future SRE guidance.