George Mitchell School (All-Through)
Sex and Relationship Education Policy (SRE)

School statement

SRE is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. SRE has a key part to play in the personal, social, moral and spiritual development of young people. It begins informally in the home with parents and carers long before any formal education takes place at school. Students/pupils will be encouraged to talk openly and their questions answered honestly in a way that respects diversity of cultures and family forms.

National Context

The SRE Guidance (2000) is supported in legislation by the Learning and Skills Act (2000). This requires that in the context of SRE:
• Young people learn about the nature of marriage and its importance for family life and the bringing up of children;
• Young people are protected from teaching and materials which are inappropriate having regard to the age and the religious and cultural background of the students/pupils concerned.

Aims

The following aims complement those of the Science curriculum. SRE should prepare young people for an adult life in which they can
• Develop positive values and a moral framework that will guide their decisions judgements and behaviour
• Be aware of their sexuality and understand human sexuality
• Understand the arguments for delaying sexual activity
• Understand the reasons for having protected sex
• Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships
• Have the confidence and self esteem to value themselves s and others and respect for individual conscience and the skills to judge what kind of relationships they want.
• Communicate effectively
• Have sufficient information and skills to protect themselves and where they have one, their partner from unintended/unwanted conceptions, and sexually transmitted infections including HIV
• Avoid being exploited or exploiting others
• Avoid being pressured into unwanted or unprotected sex
• Access confidential sexual health advice support and if necessary treatment
• Know how the law applies to sexual relationships
Content & Organisation

The sex education elements contained in the National Curriculum Science orders are mandatory for all students of secondary age. Sex education in the National Science Curriculum covers anatomy, puberty and biological aspects of sexual reproduction. SRE provided in the PSHE and Citizenship curriculum is complementary to and distinct from the Science curriculum. The PSHE and Science department discusses the delivery of SRE so that topics are introduced and reinforced appropriately.

By the end of Key Stage 2
Pupils will be able to:

- recognise and understand the changes they will go through as their bodies develop
- develop respect for each other's differences
- develop good standards of personal hygiene
- understand the concept of personal space
- understand the basics of puberty, reproduction
- understand reproduction, conception, and pregnancy

By the end of Key Stage 3
Students will be able to:

- manage changing relationships
- recognise risk of personal safety in sexual behaviour and be able to make safe decisions
- ask for help and support
- explain the relationship between their self-esteem and how they see themselves
- develop skills of assertiveness in order to resist peer pressure and stereotyping
- see the complexity of moral, social and cultural issues and be able to form a view of their own
- develop good interpersonal skills to sustain existing relationships as they grow and change and to help them make new relationships
- be tolerant of the diversity of personal, social and sexual preference in relationships
- develop empathy with the core values of family life in all its variety of forms
- recognise the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage
- recognise the stages of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively.
Students will know and understand:
- that fertilisation in humans is the fusion of a male and a female cell*
- the physical and emotional changes that take place during adolescence*
- about the human reproductive system, including the menstrual cycle and fertilisation*
- how the foetus develops in the uterus*
- how the growth and reproduction of bacteria and the replication of viruses can affect health*
- how the media influence understanding and attitudes towards sexual health
- how good relationships can promote mental well-being
- the law relating to sexual behaviour of young people
- the sources of advice and support
- about when and where to get help, such as at a genito-urinary medicine clinic.

Students will have considered:
- the benefits of sexual behaviour within a committed relationship
- how they see themselves affects their self-confidence and behaviour
- the importance of respecting difference in relation to gender and sexuality
- how it feels to be different and be discriminated against
- issues such as the costs of early sexual activity
- the unacceptability of prejudice and homophobic bullying
- what rights and responsibility mean in relationships.

By the end of Key Stage 4
Students will be able to:
- recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek professional health advice
- manage emotions associated with changing relationships with parents and friends
- see both sides of an argument and express and justify a personal opinion
- have the determination to stand up for their beliefs and values
- make informed choices about the pattern of their lifestyle which promote well-being
- have the confidence to assert themselves and challenge offending behaviour
- develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships
- work co-operatively with a range of people who are different from themselves.

Students will know and understand:
- the way in which hormonal control occurs, including the effects of the sex hormones* some medical uses of hormones including the control and promotion of fertility*
- the defence mechanisms of the body*
- how sex is determined in humans*
- how HIV and other sexually transmitted infections affect the body
- the link between eating disorders and self-image and sexual identity
• the risks of early sexual activity and the link with the use of alcohol
• how the different forms of contraception work and where to get advice
• the role of statutory and voluntary organisations
• the law in relation to sexual activity for young people and adults
• how their own identity is influenced by both their personal values and those of their family and society
• how to respond appropriately within a range of social relationships
• how to access the statutory and voluntary agencies which support relationships in crisis
• the qualities of good parenting and its value to family life
• the benefits of marriage or a stable partnership in bringing up children
• the way different forms of relationship including marriage depend for their success on maturity and commitment.

Students will have considered:
• their developing sense of sexual identify and feel confident and comfortable with it
• how personal, family and social values influence behaviour
• the arguments around moral issues such as abortion; contraception and the age of consent
• the individual contributions made by partners in a sustained relationship and how these can be of joy or benefit to both
• the consequences of close relationships including having children and how this will create family ties which impact on their lives and those of others.

Specific Issues

Puberty
• Both boys and girls should be prepared for puberty and girls should be prepared for menstruation before their periods start

Abortion
• Pupils should be aware of the moral and personal dilemmas involved in abortion and know how to access a relevant agency if necessary

Homophobia
• All members of the school community should be treated within the context of equal opportunities. Any homophobia will be challenged. (Further guidance is available in Stand Up for Us DfES 2004).

Procedures for Student/Pupil Withdrawal from SRE

Parents have the right to withdraw their children from part or all of sex and relationships education provided outside National Curriculum Science. Parents wishing to withdraw their child should do the following:
1. Ask to see a copy of the school’s Sex and Relationships policy and schemes of work.
2. Ask the school for an appointment to see a member of staff concerning withdrawing your child from SRE.
3. Following the meeting if they still wish to withdraw their child they will be asked to put their request in writing stating which part of the programme they wish their child to be excluded from.
Procedures for Managing Teenage Pregnancy / Teenage Parents

At this school we believe that supporting girls who become pregnant to continue their education is vital to the life chances of the girl and the prospective child. We will therefore follow the agreed LA procedures for supporting the needs of students who are pregnant.