



Archbishop Tenison's

CHURCH OF ENGLAND HIGH SCHOOL

School Policy – Sex and Relationships Education

The Governors' Committee responsible for this is the Ethos and Pastoral Care Committee.

The person in the school who prepares the text of this policy for the Governors is the Deputy Headteacher.

This policy was reviewed in February 2019 and is reviewed annually.

Introduction

This policy reflects the vision and aims of Archbishop Tenison's School which understands that SRE is lifelong learning about physical, sexual, moral and emotional development set in a Christian context which appreciates the values of each human person as made in the image and likeness of God. At Archbishop Tenison's, this means children learning about their uniqueness as part of God's creation, God's love for each person, and how this leads to an understanding that we should respect one another. This helps children to establish friendships and it contributes to child protection. It is about understanding the importance of stable and loving relationships and understanding respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. A Christian theology of the body, of our relationships with each other and the sense of vocation that comes from listening to God in our lives underpins the teaching of Sex and Relationships.

Rationale

It is the aim of this policy to set a high standard for the teaching and learning of knowledge and understanding of this vital dimension of human identity. The aim of SRE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health.

Responsibilities

- Governors set this policy and publish it annually after consultation with staff, pupils and students and parents.
- The Headteacher is responsible for implementing this policy across the school community and is assisted in this by the Deputy Headteacher, other senior leaders, Heads of Year and Heads of Department and all members of the school staff.
- The Heads of Year have a special responsibility for teaching about relationships in their year groups as they progress up the school with their year groups.
- The Head of PSD and the Head of Sixth form have responsibility for delivering the curriculum aspect of SRE.
- Tutors have the responsibility for educating their forms via the PSD programme in the lower school and in a day to day way across the whole school as they experience time with their forms.
- All teachers and Heads of Department should be prepared to talk to pupils and students about SRE when it comes up in the subject areas. This may include subjects as diverse as Science and English but there is the possibility that themes will emerge in any curriculum area. All teachers should be prepared to set the teaching of Sex and Relationships in a Christian context.

- Every member of staff has a responsibility for safeguarding the pupils and students in the school and the DSL has a special responsibility for the safeguarding of all members of the community.
- All teachers need to appreciate that some pupils can be particularly sensitive to some of the topics being discussed and they should allow for this in their planning and grouping.

Principles

Our SRE programme is delivered via the PSD curriculum in Years 7-11 and via the Progression period and form time in the sixth form. Lessons are delivered on the following aspects to ensure that pupils and students are prepared for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- Understand the Christian dimension of sex and relationships as young and maturing Christians.
- Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- Avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- Communicate effectively by developing appropriate terminology for sex and relationship issues.
- Be aware of how technology impacts on sex and relationships.
- Develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity
- Understand the arguments for delaying sexual activity.
- Understand the reasons for having protected sex.
- Have sufficient information and skills to protect themselves and, where they have one, their partner from unwanted/uninvited conceptions and sexually transmitted infections including HIV.
- Be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- Know how the law applies to sexual relationships.
- Our approach goes beyond provision of biological information and focuses on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.
- Parents and carers do have the right to withdraw their children from the formal delivery of SRE. Parents have the right to withdraw their children from all or part of Relationship Education provided at school except for those parts included in the statutory National Curriculum (e.g. Science). If parents wish to withdraw their child from aspects of Relationship Education, not in the Statutory National Curriculum, parents should contact the pupil's Head of Year in the first instance.

Review, Monitoring and Evaluation

- The SRE policy must relate to the whole school and this includes the Sixth Form.
- Members of the Senior Leadership Team keep an overview of SRE related to their areas of responsibility.

- Governors work with the Headteacher, Deputy Headteacher and Assistant Headteachers to review the SRE policy through the Ethos and Pastoral Care Committee.

Appendix

- House of Commons Briefing Paper Sex and Relationships in Schools July 2015:-
- <http://researchbriefings.files.parliament.uk/documents/SN06103/SN06103.pdf>