

To promote the ability of young people to make informed decisions to enable them to manage their relationships in a responsible and healthy manner. To develop their own values within a clear moral framework which encourages the consideration of the importance of dignity, respect for themselves and others, and self-restraint. To help them to appreciate the values of stable family life, long term committed relationships and the responsibilities of parenthood.

RESPONSIBILITIES

The role of the Headteacher is to:

- ensure the staff, parents and governors are informed about this SRE policy.
- ensure that the policy is implemented effectively.
- manage any SRE related incidents.
- identify a named member of staff, Mr Swart, Head of Personal Development and Wellbeing, and a governor with responsibility for sex and relationships education.
- ensure that staff are given sufficient training so that they can teach effectively about sex and relationships and handle any difficult issues with sensitivity.
- liaise with external agencies regarding the school sex and relationships programme.
- monitor the policy on a regular basis and report to governors, when requested on the effectiveness of the policy.

The role of the Governing body is to:

- designate a governor with specific responsibility for sex and relationships education.
- establish general guidelines on sex and relationships education.
- support the head teacher in following these guidelines.
- inform and consult with parents about the sex and relationships education policy.

The role of the teacher is to

- follow and implement the Bexley PSHE scheme of work and to take note of National Curriculum/SRE guidance.
- identify and address student's educational needs relating to the SRE policy plan, deliver and assess SRE curriculum coverage.
- liaise with the SRE coordinator and parent/carer.
- inform parents about the schools sex and relationships education policy and answer any questions parents may have about the sex and relationships education their child receives in school and be able to refer parents to the appropriate health professional if necessary.
- take seriously any issue which parents raise with teachers or governors about this policy, or about the arrangements for sex and relationships education in the school.
- inform parents about the best practice known with regards to sex and relationships education, so that the parents can support the key messages being given to students at school.
- enable the students to mature with confidence and understand the changes which happen to their bodies throughout puberty.

The role of the named School Health Advisor/Nurse is to

- support parents/carers and school staff in meeting the health needs of students
- to enable them to access their education.
- support and advise school teaching staff on delivery and content of sex and relationship education as part of the Science and PSHE curriculum.
- assist educators to ensure parents understand the content of SRE teaching to assure parents of the necessity of its teaching in order that:
 - ✓ their children mature with confidence.
 - ✓ understand the changes which happen to their bodies throughout puberty.

The role of parents/carers

- The school is well aware that the role in children's sex and relationships education lies with parents. We wish to build a positive and supportive relationship with the parents of our students through mutual understanding, trust and co-operation.
- To enable the students to mature with confidence and understand the changes which happen to their bodies throughout puberty.

The role of the students is to

- behave in such a way as to help provide safe and open environment to facilitate discussion
- act with respect and sensitivity to discussions and others' questions.
- contribute to class discussion if comfortable to do so and evaluate lessons with regard to meeting their own needs.

Sex and Relationship Policy

Philosophy

- At Welling School we believe that sex and relationship education should contribute to the spiritual, moral, social, mental and physical development of students and help to prepare them for the responsibilities and experiences of adult life.
- Sex and relationship education is part of lifelong learning and we hope that with a solid foundation our students will develop the skills and confidence to enable positive discussion about sex and relationships as they get older.

Objectives

- Promote the ability of students to make informed decisions about their sexual relationships based on accurate information.
- Encourage students to develop their own values within a clear moral and ethical framework which promotes self-confidence, self-esteem and consideration, sensitivity and tolerance towards others. Assist students to acquire skills for decision making, communicating, personal relationships and the responsibilities of parenthood.
- Help appreciate the value of stable family life, long term committed relationships and the responsibilities of parenthood.
- Support students in understanding themselves and their sexuality, their development as responsible people and their moral responses to their environment.

Core Beliefs

Welling School believes that:

- sexual behaviour is closely linked to self-confidence and self-esteem and the pressure placed on young people by their peers and media.
- young people are empowered to make responsible decisions about their sexual behaviour when they have relevant, accurate, factual knowledge, high self-esteem and have developed a personal moral code and the skills essential for decision making.

Through the National Curriculum for Science, the school ensures that students are taught:

- That humans and animals can produce offspring and these grow into adults
- To recognize similarities and differences between themselves and others and treat others with sensitivity
- To recognise changes in male and female bodies during puberty.
- To describe the process of menstruation.
- To explain how some problems with menstruation occur.
- To describe the physical effects of disease and lifestyle on the breathing system.

Through the PSHE and Citizenship curriculum we also ensure that students are taught:

- Why families and friends are special.
- To identify, talk about and share feelings with others.
- To be aware that their feelings and actions have an impact on others and that they have some control over these feelings and actions.
- The basic rules for keeping safe and healthy lifestyle.
- To recognize safe and unsafe situations (places and people).
- To use simple rules for dealing with situations and for resisting pressure when they feel uncomfortable or at risk.
- To know what support are available in school and in the wider community (signposting).

Sex and Relationship Education

At Welling School, Sex and Relationship Education as part of the school's wider curriculum for Personal, Social and Health Education (PSHE) and Citizenship. The programme is tailored to the age and physical and emotional maturity of the students. Additionally, aspects of SRE may arise informally in other subjects as a result of discussions on literary texts, media, or social and moral behaviour.

Topics covered within the SRE curriculum

Key Stage 3	Key Stage 4	Key Stage 5
<ul style="list-style-type: none"> • Managing Relationships • Changes in puberty • Reproduction • Social Pressures on Young People • Getting Help and Support Talking about Sex and Relationships • Conception and Pregnancy • Contraception 	<ul style="list-style-type: none"> • Body Image and Relationships • Negotiation Skills • Sexual Health Services • Accessing Local and National Services • Parenting • Sexual Bullying 	<ul style="list-style-type: none"> • Body Image and Relationships • Negotiation Skills • Sexual Health Services • Accessing Local and National Services • Parenting • Sexual Bullying

Parental Involvement

Welling School recognises that parents/carers are the key people in teaching their children about sex and relationships. The school is willing to provide advice and support for parents/carers as necessary.

Parents do not have the right to withdraw their child from the SRE element of the National Science Curriculum. Reproduction is often taught within science. Further information on sex and relationships, skills development and values clarification are provided within PSHE and Citizenship.

External agencies

We work closely with the school nurse on all matters relating to personal, social and health education; including SRE. The following support is available:

- working with teachers to support the curriculum liaising with parents providing information on services available to parents/carers and or students providing confidential advice and support.
- visiting speakers and theatre groups are often used to complement the school's PSHE and Citizenship education programme.

Confidentiality

We work closely and openly with parents/carers and it would only be in very exceptional circumstances that the school would have to handle information without parental / carers

knowledge. However, should a student make a disclosure that gives cause for serious concern, the school's Safeguarding procedures would be followed.

Related policies and documentation: Safeguarding, PSHE, and Spiritual, Moral, Social and Cultural Education.

Teaching strategies for Sex and Relationship Education

- The following information on practical strategies for the teaching of sex and relationship education has been taken from the DfES Sex and Relationship Education Guidance (Ref 0116/2000).
- This guidance has been produced to enable staff to help students to develop confidence in talking, listening and thinking about sex and relationships.

Establishing ground rules

A set of ground rules will help to create a safe environment for discussions:

- Nobody will have to answer a personal question.
- Nobody will be forced to take part in a discussion.
- Only correct names for body parts will be used.
- Meanings of words will be explained in a sensible and factual way.

Distancing techniques

Teachers can avoid embarrassment and protect students' privacy by always depersonalising discussions.

Dealing with questions

Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting:

- if a question is too personal, the student should be reminded of the ground rules.
- If the student needs further reminder, the teacher should apply a sanction as described in the Welling School Behaviour policy.
- if a teacher doesn't know the answer to a question, it is important to acknowledge this, and to suggest that this will be researched and returned to later.
- if a question is too explicit, or is inappropriate for the whole class, or raises concerns about abuse the teacher should attend to it later on an individual basis.
- any teacher who is concerned about the risk of sexual abuse should follow the school's Safeguarding procedures.

Discussion and project learning

Research into what makes sex and relationship education effective shows that discussion and topic work is beneficial to learning and that active learning is most effective when students are working in groups.

Reflection

Reflection is crucial for learning as it encourages students to consolidate what they have learned and to form new understanding, skills and attitudes. Teachers can help students reflect on their learning by effective questioning such as:

- what was it like taking part in the discussion today?
- what did you learn from others, especially those who had a different experience or belief from your own?
- what do you think you will be able to do as a result of this discussion?
- what else do you need to think or learn about?