



**MAYFIELD GRAMMAR SCHOOL
GRAVESEND**

**SEX AND RELATIONSHIPS
EDUCATION POLICY**

Mayfield Grammar School, Gravesend

SEX AND RELATIONSHIPS EDUCATION POLICY

According to the latest DfES guidance SRE is:

“...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”

DfES ‘Sex and Relationship Guidance’, 2000.

All maintained schools in England and Wales have a legal responsibility to provide a sex-education programme. Mayfield Grammar School, Gravesend aims to offer all pupils the opportunity of receiving a comprehensive, well planned programme in accordance with the guidance given in the **‘Sex and Relationship Education Guidance circular: DfES 0116/2000, July 2000’**.

This policy has been produced by *the school Lead Professional for SRE with support from the relevant members of SLT and other staff*, using materials provided by the school Lead Professional. Subject staff and Learning Leaders provided information about the elements of SRE in their Schemes of work. The consultation process will involve staff and the policy will be ratified by the full Governing Body. *We invite comment from all stakeholders at any point and duly consider suggestions.*

AIMS AND OBJECTIVES

The school aims to prepare our students for an adult life. Our approach to SRE is to give information appropriate to the age and maturity of the pupil, providing pupils with the opportunity to learn and to achieve. The aims are listed under three main elements below.

Attitude and Values

- To learn the importance of values and individual conscience and moral considerations.
- To learn the value of family life, marriage and stable loving relationships for the nurture of children.
- To learn the value of respect, love and care.
- To explore, consider and understand moral dilemmas.
- To develop critical thinking as part of decision making.

Knowledge

- To learn and understand about physical development.
- To understand about human sexuality, sexual health, emotions and relationships.

Personal and Social Skills

- To learn to manage emotions and relationships confidently and sensitively.
- Develop self-respect and empathy for others.
- To learn to make informed choices.
- To develop an appreciation of the consequences of the choices they make.
- To be able to manage conflict.
- To learn how to recognise and avoid exploitation and abuse.

Content and organisation

Responsibility for delivery of Health Education is divided according to:

Years 7 + 8 Lower School, led by JMT

Years 9 - 11 Upper School, led by CK.

Years 12 + 13 Sixth Form, led by LA

Within each area of the school, Learning Leaders have responsibility for their own year group and tutor team.

The programme will be taught within a number of different subjects and within a spiral curriculum determined by the age, maturity and needs of the pupils in each year group.

Teams of tutors under the direction of Learning Leaders will cover elements of the programme in PSHE session.

During Years 7-11, pupils receive their Sex and Relationships education through their PSHE sessions, including the SSS course (Personal well being), and other curriculum areas. Science staff will deliver those elements present in the National Curriculum Science programme of study, and subject staff will deliver the material contained their own schemes of work.

During Years 12 and 13

Teaching and Learning Styles

The school aims to provide an informative, yet open approach to SRE, that will allow pupils to develop and evaluate their understanding.

The material will be delivered in a variety of ways depending on the age of the pupils, their learning styles and the content being taught. Activities may include:-

- structured group discussion
- brainstorming
- problem solving/decision making activities
- quizzes
- DVDs/films
- visiting speakers
- debates

Advice to pupils

It is *our intention and hope* that as a result of teaching particular SRE topics, pupils *feel confident to approach an appropriate adult (including teacher, parent etc) for advice or feel confident in knowing where and how to find support and guidance*. In such circumstances, staff will continue to take a pastoral interest in the welfare and well-being of pupils, whilst taking care not to trespass on the rights and responsibilities of the parents.

- Pupils would be advised to seek advice from their parents and/or a qualified professional such as the school nurse, a doctor or local counselling service.
- As far as pupils under 16 are concerned, guidance notes will remind staff that giving individual advice on contraceptive advice without parental knowledge or consent would be an inappropriate exercise of their professional responsibilities as a teacher.
- Where there is a possibility that a pupil's conduct is likely to place them at moral or physical risk or in breach of the law, the teacher has a responsibility to ensure that the pupil is made

aware of this and should follow the school's policy on child protection by informing the designated DSL.

Confidentiality

Staff, as with all issues relating to Safeguarding and Child Protection, cannot promise confidentiality. Trusted _____ app. decisions in line with professional guidance and expectations. With the exception of comments relating to contraceptive advice to individual pupils under 16 and to child sex abuse allegations, staff will respect confidentiality both individually and in the classroom.

Child Welfare

KCC *Safeguarding and Child Protection* procedures will be followed immediately a child starts to disclose abuse, whether physical, emotional, neglect or sexual. The DSL, or in her absence, other appointed staff or the Head, will be informed immediately. This will ensure prompt contact with Social Services and/or other relevant authorities.

Withdrawing a child from SRE

Parents have the right to withdraw their children from any or all parts of a school's programme of sex education, **other than those elements which are required by the National Curriculum.**

This right may be exercised by either parent or by a person who has responsibility or care of the child.

Parents who decide to exercise this right should inform the Head in good time, preferably prior to their daughter's admission to the school, so that appropriate arrangements may be made.

In default of such communication, consent will be assumed. The Head will invite parents voluntarily to indicate their reasons for withdrawal, so that any misunderstandings about the nature of the sex education provided by the school can be resolved.

BULLYING PROCEDURES AND COMPLAINTS PROCEDURES

The school has an anti-bullying policy and complaints procedures in place.

PROCEDURES FOR SUPPORTING ANY MEMBERS OF THE SCHOOL COMMUNITY INFECTED OR AFFECTED BY HIV

All school procedures will assume that any member of the school community may be infected or affected by HIV, either knowingly or unknowingly. Consequently Schemes of Work will deal sensitively with this and related issues and Health and Safety Policies will ensure that adequate precautions are part of established, routine procedures.

November 2016

Appendix

	PSHE	RE	Science	Other
Year 7	<ul style="list-style-type: none"> • Belonging to a community • Friendship • Honesty • FGM and hygiene • Rational decision making 	<ul style="list-style-type: none"> • Families • Belonging to a religious community 	<ul style="list-style-type: none"> • Male and female reproductive organs • Intercourse • Fertilisation • Development of a foetus • Birth • Puberty and hormones • Menstruation 	Health day covers: <ul style="list-style-type: none"> • Body Image
Year 8	<ul style="list-style-type: none"> • Personal safety • Positive self-image • Stereotyping • CSE using Lottie programme 	<ul style="list-style-type: none"> • Marriage – including arranged and forced • Love, as a religious concept • Living by an ethical code • Compassion and respect 		
Year 9	<ul style="list-style-type: none"> • Self-esteem 	<ul style="list-style-type: none"> • Honesty, as a Sikh concept 	<ul style="list-style-type: none"> • Menstrual cycle and its hormones • Sexual reproduction • Sex linked diseases and their inheritance • Hormonal barriers and their uses in contraception • IVF and ART 	Curriculum Enrichment Day covers: <ul style="list-style-type: none"> • STI, contraception and healthy relationships (delivered by school nurse team) • CSE - sexting • Positive self-image
Year 10	<ul style="list-style-type: none"> • Moral Dilemmas • Discrimination 	<ul style="list-style-type: none"> • Families • Divorce • Homosexuality • Contraception • Sexual Health • Marriage and raising children • Full course: • Sanctity of life and quality of life • Abortion • Ethical arguments • Status of women in religion • Solving conflict • How beliefs affect behaviour. 	<ul style="list-style-type: none"> • Menstrual cycle and its hormones • Sexual reproduction • Sex linked diseases and their inheritance • Hormonal barriers and their uses in contraception • IVF and ART 	

Year 11	<ul style="list-style-type: none"> • Healthy relationships • Menstruation • Contraception • STI • CSE – grooming • Teenage pregnancy • Morals and ethics 	<ul style="list-style-type: none"> • Sanctity of life – including designer babies and saviour siblings. • Embryology • Cloning • Stem cells • The desire to have children • IVF • Artificial insemination • Surrogacy • Implications of artificial methods of reproduction for those involved and children produced. 	<ul style="list-style-type: none"> • Menstrual cycle and its hormones • Sexual reproduction • Sex linked diseases and their inheritance • Hormonal barriers and their uses in contraception • IVF and ART 	
Year 12	<ul style="list-style-type: none"> • Radicalisation – grooming • Morals and ethics – refugees • Jihadi Brides 	<ul style="list-style-type: none"> • Ethical and religious concepts of equality. • Sexual ethics, effect of changes of social attitudes and decision making. • Sexual relationships including pre-marital sex, adultery, promiscuity, same sex relationships • Contraception and childlessness • Religious teachings and beliefs on sexual ethics 		
Year 13		<ul style="list-style-type: none"> • Premarital and extramarital sex • Contraception • Homosexuality • Ethical theories and sexual ethics. 		

Action Plan for 2016-17

	Date actioned	Comment	Date Completed
1. Review Policy	11 th November 2016. Discussion CK/JMT 22 nd November 2016	Actions:	
2. Complete Audit	Following 11/11/16 by JMT	Audit completed. JMT reviewed and identified any areas for development. Actions:	
3. Review provision in light of audit		Actions:	
4. Sixth Form Provision			