

RUGBY HIGH SCHOOL

SEX AND RELATIONSHIPS EDUCATION POLICY STATEMENT

The governors' policy is that Rugby High School students should receive accurate information about human growth and development and undertake a programme of sex education which encompasses all aspects of relationships, feelings and behaviour.

All teachers involved in this work will have received appropriate training. Parents will be kept informed about the programme and given the opportunity to discuss its content before hand.

RUGBY HIGH SCHOOL – SEX AND RELATIONSHIPS EDUCATION POLICY

Aims of the Sex Education Policy

To provide opportunities to acquire accurate knowledge and understanding by providing full, honest information about the physical, emotional and social aspects of human sexual development from conception to old age, including the nature of love, personal relationships and family life.

To provide reassurance that change is part of the life cycle and to aid the adjustment to these changes.

To promote responsible behaviour by seeking to increase individual responsibility for sexual behaviour.

To develop the skills to avoid and resist unwanted experiences and develop strategies for coping with them.

To enable students to determine their own values within a moral framework.

Ethos

Sexual matters should be presented in the context of responsible behaviour within relationships. Within this climate, students should 'be encouraged to appreciate the value of stable family life, marriage and the responsibilities of parenthood' (Education Act 1986).

Sensitivity will be shown to acknowledge those students who may not come from backgrounds which reflect the moral values above.

Coverage of all issues must be planned so that information is provided accurately and free from any bias.

The school Sex and Relationships Education (SRE) and Personal, Social and Health Education (PSHE) programmes take into account the information that young people receive from a variety of sources including the media and help them to treat it critically.

Content

The SRE curriculum addresses personal and social issues, as well as basic body knowledge including: self-esteem, human growth and development, relationships, helping agencies, personal and social skills, safety, parenting and families.

Content for Sex Education in National Curriculum Science includes:

Year 7: reproduction: what reproduction means, reproductive organs, fertilisation, menstrual cycle, pregnancy, birth, changes during puberty.

Yr10: menstruation, contraception, drugs education

Content for Sex and Relationships Education Outside the Science National Curriculum:

preparation for puberty, family life, loss relationships, risks, prevention of pregnancy and Sexually Transmitted Infections (STIs), family life, sexuality.

Health Day: STIs, contraception, HIV/AIDs, assertiveness, alcohol and sexual activity
Sexual behaviour including risks and preventative behaviour

The underlying and recurring themes are rights, responsibilities, respect and risk.

Inclusion

Access to a coherent programme of SRE is a fundamental right for all students, irrespective of ability or ethnicity. We undertake to provide an appropriate course for all our students. Where necessary, materials will be adapted to meet the needs of students with special educational needs.

When discussing moral issues relating to different cultures or religions, individuals or groups should not be allowed to denigrate the beliefs of others. Individuals or groups attempting to behave in this way should be counselled outside the lesson.

Teaching and Learning

If a health education programme is to help students make informed choices, establish a healthy lifestyle and build up a system of values, the teaching methods used are as important as the contents of lessons.

Student participation is essential. This requires the use of a balanced range of teaching methods. Opportunities should be provided for students to assess evidence, make decisions, negotiate, listen, make and deal with relationships, solve problems and work independently with confidence.

Methodologies used include: printed materials, videos, visiting speakers, whole class activities, small group work, case studies, role play and drama.

Confidentiality

There are occasions when teachers have to exercise their discretion and professional judgement when confronted with an issue of an explicit nature raised by an individual student. Such issues will not be dealt with in the presence of the whole class. A teacher engaged in sex education that is delivered with comfort and ease, is likely to be regarded by students as an adult in whom confidence can be placed.

Teachers who deliver SRE should know the guidelines in the Child Protection Policy and implement them.

If asked for individual contraceptive advice by a student, a teacher should encourage the student to seek advice from a health professional such as the school nurse or GP. The teacher should also encourage the student to seek advice from her parents.

Involvement of Health Professionals and other visitors

The involvement of visiting professionals is welcomed. The speaker should visit the school to meet with the PSHE co-ordinator; the aims and contents of the sessions should be agreed - a copy of this policy statement should be made available.

Working with parents

Copies of this policy statement are available for parents of registered students. The policy informs parents so they are better able to make decisions about their child's involvement in the programme.

Monitoring and Evaluation

Monitoring and evaluation procedures running continuously through PSHE team meetings. Student and teacher responses to resources, lessons and speakers are used to inform future planning.