

Sex and Relationships Policy

Policy Title:	Sex & Relationships
Academic Year:	2017/18 - 2018/19
Policy Reference:	CS9
Description:	Management of the teaching of Sex & Relationships education
Status:	Approved SWC 10.10.17
Category:	Statutory
Review frequency:	Every 2 years
Contact:	Jacquie Davies
Version:	V1.2
Who was consulted:	SWC Previous PRU policy – created 2015 by PRU (Pupil Referral Unit), headteachers J.Davies and S.Hunter.
Other relevant policies:	Department for Education publication: Sex & Relationships Education (SREO for the 21 st Century)
Acronyms:	MC - Management Committee TLC - Teaching & Learning Committee SWC - Safeguarding & Wellbeing Committee FC – Finance Committee H&SPC - Health & Safety and Premises Committee PERS - Personnel Committee LA - Local Authority WBC - West Berkshire Council HT - Headteacher SLT - Senior Leadership Team
Date for Review:	Sept 2019 SWC

1. Key Contacts

INSPIRATIONKS 1& 2
Foxglove Way . Thatcham
Berks . RG18 4DH
01635 877114

INTEGRATIONKS 3&4
22 Highview . Calcot
Reading . Berks . RG31 4XD
01189 416636

INTERVENTIONY9&10
88 Newtown Road . Newbury
Berks . RG14 7BT
01635 49397

INDEPENDENCEY11&KS5
Richmond House . Bath Road
Newbury . Berks . RG14 1QY
01635 48872

Sex and Relationships Policy

2. Purpose
3. Key Stages 1 & 2
4. Key Stages 3 & 4
5. Time spent on teaching
6. Teaching Methods
7. Cross-curricular aspects
8. Resources
9. Change record

1: Key contact list for Sex & Relationships Policy

Headteacher	Jacque Davies	01635 528048	jdavies@icollege.org.uk
Inspiration KS 1 & 2	Charlotte Duly		cduly@icollege.org.uk
Integration KS 3 & 4	Pietro Framalico		pframalico@icollege.org.uk
Intervention Year 9 & 10	Helen Blunn		hblunn@icollege.org.uk
Safeguarding Governor	Susanne Fisher		sfisher@icollege.org.uk

2: Purpose	<p>Sex and Relationships Guidance</p> <p>This policy outlines the purpose nature and management of the teaching of Sex and Relationships. It reflects the view of all teaching staff and was drawn up as a result of staff discussion. The implementation of the policy is the responsibility of all the teaching staff and will be monitored by the Leading Teachers, Headteachers and Management Committee. This policy must be considered alongside the DfE publication 'Sex and Relationships Education (SRE0 for the 21stCentury).</p>
3: Key Stages 1 & 2	<p>Key Stages 1 & 2</p> <p>Sex education is not taught as a subject and it is considered that it is primarily the responsibility of parents and mainstream schools. Any sex education within the Unit would place the emphasis on the building of a good relationship, love, marriage and respect.</p> <p>Education about sexual reproduction may enter into our curriculum and appropriate answers will be given to appropriate questions. It is acknowledged that some questions that arise are not appropriate, but if questions arise that could be answered to the whole group (or later to an individual) they will be answered in an open, honest and appropriate way.</p> <p>Advice will be sought from feeder schools on their policies for sex education. Opportunities to voice concerns and express feelings are made available within the timetable.</p>
4: Key Stages 3 & 4	<p>The Nature of Sex Education and its place in the curriculum:</p> <p>Key Stages 3 & 4</p> <p>Sex Education is a compulsory subject which must be taught in secondary schools. Parents/guardians have a right to withdraw their child/ward, and where they have decided to exercise this right, unit staff will discuss with them an alternative work programme.</p> <p>The philosophy behind the icollge Sex and Relationships Programme is to enable young people to think for themselves, develop a positive self-image, and make informed</p>

Sex and Relationships Policy


	<p>decisions about their own behaviour.</p> <p>The main aims in teaching Sex and Relationships Education are that all learners will:</p> <ul style="list-style-type: none"> • have a positive attitude towards the subject • have basic knowledge around sexual health and human development • to be given opportunities to develop social and communication skills • need to develop an ability to look critically at sexuality issues that are presented to them and to fit these reflections into the context of their own lives and development • need to help to appreciate that education around sex and relationships has a positive, responsible contribution to their adult life. <p>Underlining these aims, the Sex and Relationships Education programme needs to be developmental with a focus on:</p> <ul style="list-style-type: none"> • relationships • feelings, emotions and respect • staying safe and healthy • physical aspects of sexuality <p>Initial assessment is fundamental to establish the learners' current level of knowledge, perceptions and needs in order to provide an appropriate programme.</p>
5: Time spent on teaching	<p>Time spent on teaching</p> <p>Questions will be dealt with as they arise or postponed as appropriate.</p> <p>It is important that a sensitivity is maintained to learner's readiness which may not be commensurate with their chronological age.</p> <p>Any programme of Sex Education must respect and reflect differences between people, these will include gender, feeling, cultures, religious backgrounds, traditions and morals.</p>
6: Teaching methods	<p>Teaching of Sex Education should include the following approaches:-</p> <ul style="list-style-type: none"> • explanation and presentation of information by the teacher • active methodology such as, brainstorming, group discussions, research, small project work and role-play • use of media • input by other professional and agencies <p>Pupils are entitled to be given, an opportunity to reflect upon and consider the learning which has taken place in each lesson.</p> <p>Staff should be mindful of when their role ends and when pupils might need to be directed elsewhere e.g. outside agencies for professional help and counselling (after liaison with parents/guardians).</p>
7: Cross-curricular aspects	<p>Sex and Relationship Education makes a major contribution to personal and social education and forms an important element within science, art and health education. The impact of SRE will be seen in improved well-being, personal development, behaviour and welfare.</p>
8: Resources	<p>Human resources are the most important and valuable resource i.e. teachers who are sensitive and fully informed about the subject. For each Key Stage there is an appropriate range of equipment, materials and media which are non-biased.</p>
9: Change	

Sex and Relationships Policy

Record				
Version Number	Date Approved	MC Minute Reference	Description of Amendments	Review Date
2	10.10.17	SWC 10.10.17	Transferred to icollege format and contact details updated	October 2017

Keeping Children Safe in Education (March 2015)

*All staff with **icollege** understand the need to safeguard and promote the welfare of children; this includes protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes*

Approved by:	Management Committee
Signed:	
Print name:	Karen Reeve
Position:	Chair Management Committee
Date:	10.10.17
Review date:	September 2019