



*Tomlinscote School
&
Sixth Form College*

Sex and Relationship Education (SRE) Policy

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| Policy Type: | Statutory |
| Approved By: | Teaching and Learning Committee |
| Effective From: | April 2016 |
| Revision Date: | April 2019 |

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Sex and Relationship Education (SRE) Policy

Introduction & Purpose of Procedure

A programme of study which provides accurate information, allowing all students (regardless of gender, race, religion or culture) the opportunity to consider and develop their own values and attitudes regarding the love, respect, commitment and significance of relationships, as well as the responsibility and consequences of sexual relations, including the issues of contraception, peer pressure, health and the law.

1. Attitudes and Values

- 1.1 To understand the value of family life, relationships, marriage and stable, loving relationships. This includes the nurture of children
- 1.2 To understand and describe the value of love, care and respect for others
- 1.3 To explore, consider and understand moral dilemmas
- 1.4 To encourage the establishment of a personal moral code and to promote self-confidence and self-esteem
- 1.5 To promote a positive attitude to personal health and that of others

2. Personal and Social Skills

- 2.1 To develop self-respect and empathy for others
- 2.2 To learn to make choices based on understanding the options
- 2.3 To develop an appreciation of the consequences of choices made
- 2.4 To recognise and avoid pressure and exploitation.
- 2.5 To explore the legality and consequences of underage sex.
- 2.6 To learn to manage emotion and relationships confidently and sensitively
- 2.7 To communicate effectively

3. Knowledge and Understanding

- 3.1 To learn and understand physical development
- 3.2 To understand human sexuality, reproduction, sexual health, emotions and relationships
- 3.3 To understand the reasons for and benefits of delaying sexual activity
- 3.4 To learn about contraception and the range of local and national sexual health advice, contraception and support services
- 3.5 To understand how to avoid an unplanned pregnancy

4. Provision

Provision of the programme of study will take place with regard to the needs of the students, and in partnership with the parents and the community, involving the Primary Care Trust as the local professional body and led by a specialist teacher.

SRE will be provided by the school in accordance with the current legislation and the DfES Sex and Relationship Education Guidance document ref: DfES 0116/2000.

The material used will form a planned spiral curriculum, where topics are covered at increasing levels of complexity with increasing age. At the end of Year 8 a Sexual Relationships day is held, led by a team and involving local health professionals from the Clinical Commissioning Groups (CCGs).

Full details of the programme can be found in appendix 1 which is a Curriculum map for SRE.

5. Confidentiality

Situations will arise where there is serious cause for concern regarding the safety of students or staff are approached individually for advice regarding a sexual matter.

- 5.1 Students must be reassured that their best interests are of prime consideration
- 5.2 **But no guarantee of confidentiality can be given by any member of staff**
- 5.3 Staff will ensure that the student knows that the information is to be shared before discussing it with the Assistant Principal (AP) DSL and provide appropriate support
- 5.4 It is not appropriate for any member of staff to give advice on sexual matters **to individual students**
- 5.5 All suspected abuse cases must be reported to DSL immediately, in accordance with the school's Child Protection Policy
- 5.6 Students must be encouraged to talk to their parents or carers and given support to do so
- 5.7 Staff will ensure that the student is informed of the sources of help

6. During lessons staff will:

- 6.1 Set clear ground rules
- 6.2 Not force students to take part in discussion
- 6.3 Depersonalise discussions
- 6.4 Ensure that no one, staff, student or visitor, will have to answer a personal question
- 6.5 Develop a safe, non-threatening environment in which reflection and the development of decision making skills can take place
- 6.6 Refer back to the ground rules if questions asked, during the lesson, are inappropriate
- 6.7 Raise the issue with the Head of Year or DSL if the question causes concern

7. Parental Rights

Parents have the right to withdraw their children from all or part of the SRE programme, except for those parts included in the statutory National Curriculum such as in National Curriculum Science where students must study the biological aspects of human growth and reproduction that are essential elements of National Curriculum Science.

Please see the areas referenced in the Curriculum Provision map in Appendix one.

Should as a parent/carer you wish to withdraw your son or daughter from any other part of the SRE curriculum, we would request that you put this request in writing to the Head of School.

Monitoring and Assessment:

Monitoring of the SRE programme will take the following forms:

1. Lesson Observations by line managers of KS3 Science, RE and the PSHE programme
2. Evaluation of the Year 8 Relationships Day through student questionnaires and by the staff involved by PSHE Coordinator
3. Evaluation sheets completed by Year 10 and 11 students with regard to the PSHE programme by PSHE Coordinator
4. Reviewing the plan of provision against the requirements of legislation and the Curriculum by the Coordinator of PSHE
5. Feedback from parents

Signed: H Manning, Chair of Teaching & Learning Committee

March 2016

**Sex and Relationship Education (SRE) Policy
Curriculum Provision Map
2015 - 2016**

| Year Group | Science | PSHE | RS | Tutorial work |
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| 7 | <p>Reproduction Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta</p> <p>Relationships in an ecosystem The interdependence of organisms in an ecosystem, including food webs and insect pollinated crops</p> | <p><i>Not timetabled until Year 10</i></p> | <p>Views on relationships/marriage in various religions are covered throughout the year as we look at various religions.</p> | <p>In Year 7 we look at making friendships and SEAL activities in the first term. E-Safety is also in there, i.e. making sure you have safe relationships on line.</p> |
| 8 | | <p>All Year 8 Students Students are taken off timetable for 'Relationships day' towards end of Year 8.</p> <p>Day focuses on peer pressure and healthy conversation with peers and family.</p> <p>Also has a 1 hour session for each Year 8 group with an NHS nurse to discuss STDs and safe sex/contraception.</p> | <p>Views on relationships/marriage in various religions are covered throughout the year as we look at various religions.</p> | <p>Resilience - tutorial programme based on becoming more resilience and the attitudes towards this</p> <p>DVD Project - We Bought A Zoo. Looking at character and relationships and moral dilemmas.</p> <p>Growth Mindset & Mental Toughness - an underlying theme to assemblies this year. To extend into some problem-solving and mental toughness exercises in PE before the summer.</p> <p>Social Skills Group - after school programme focussing on social interactions and dealing with situations. Opportunity to build</p> |

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| | | | | <p>confidence amongst others</p> <p>Mindfulness Programme - including 10 Mindfulness Ambassadors who have coordinated and run the programme with the year group. This work empowers students to be more aware of their relationships with the world around them, including how to cope in challenging situations.</p> <p>Global Citizenship booklet - tutorial activities focussing on other countries, especially the developing world, refugees and the role of charities.</p> |
| 9 | <p>Reproduction Reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms.</p> <p>Relationships in an ecosystem The importance of plant reproduction through insect pollination in human food security</p> <p>Inheritance, chromosomes, DNA and genes heredity as the process by which genetic information is transmitted from one generation to the next</p> <p>a simple model of chromosomes, genes and DNA in heredity, including the part played by Watson, Crick, Wilkins and Franklin in the development of the DNA model</p> | <i>Not timetabled until Year 10</i> | <p>Marriage is looked at as a relationship. Fertility treatments, personhood, genetic engineering, cloning, perils of drug abuse with specific reference to sexual intercourse and relationships are all covered in the GCSE specification.</p> | <p>Relationships in a difficult situation. "My Sisters Keeper" tutorial material covers the relationship between the young girl with cancer and her terminally ill boyfriend.</p> |

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| | <p>differences between species</p> <p>the variation between individuals within a species being continuous or discontinuous, to include measurement and graphical representation of variation</p> <p>the variation between species and between individuals of the same species means some organisms compete more successfully, which can drive natural selection</p> <p>changes in the environment may leave individuals within a species, and some entire species, less well adapted to compete successfully and reproduce, which in turn may lead to extinction</p> <p>the importance of maintaining biodiversity and the use of gene banks to preserve hereditary material.</p> <p>TRIPLE YEAR 9 STUDENTS</p> <p>Topic 1 deals with the need for sex as a means of reproducing the species through the mechanism of natural selection, as well as genetic disorders, which brings up the ideas of relationships.</p> | | | |
| <p>10</p> | <p>TRIPLE YEAR 10 STUDENTS</p> <p>Topic 1 deals with the need for sex as a means of reproducing the species through the mechanism of natural selection, as well as genetic disorders, which brings up the ideas of relationships.</p> <p>Topic 3 disease transmission by body fluids (including HIV)</p> <p>Topic 1 deals with menstrual cycle (including all the hormones oestrogen, progesterone, luteinising hormone and follicle stimulating hormone), fertilisation, sex determination, IVF and chemical contraception.</p> | <p>All Year 10 Students</p> <p>1 period a week dedicated to PSHE</p> <p>Units covered include Sexual Health for a minimum of 8 weeks (topic covers safe sex, contraception, STDs, GUM clinics)</p> <p>Awareness of issues relating to FSM CSE</p> | <p>Marriage is looked at as a relationship. Fertility treatments, personhood, genetic engineering, cloning, perils of drug abuse with specific reference to sexual intercourse and relationships are all covered in the GCSE specification.</p> <p>CSE and an awareness of FGM and Forced Marriage.</p> | <p>Students explore what it means to be a good citizen.</p> |

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| | <p>Topic 2 deals with courtship and behaviour, parenting, innate behaviour, imprinting as well as human migration and maternal inheritance of mitochondrial DNA as a 'tracker' of migrations of human populations</p> <p>Topic 3 (just for completeness) deals with genetic modification at a deeper level.</p> <p>ADDITIONAL STUDENTS Additional: Topic 1 deals with production of sex cells by meiosis, genetic engineering, stem cell research and cloning (which needs a small mention of sex to get the difference between fertilisation and diploid nuclear donation in cloning)</p> | | | |
| 11 | <p>TRIPLE YEAR 11 STUDENTS Extension: Topic 1 deals with menstrual cycle (including all the hormones oestrogen, progesterone, luteinising hormone and follicle stimulating hormone), fertilisation, sex determination, IVF and chemical contraception. Topic 2 deals with courtship and behaviour, parenting, innate behaviour, imprinting as well as human migration and maternal inheritance of mitochondrial DNA as a 'tracker' of migrations of human populations Topic 3 (just for completeness) deals with genetic modification at a deeper level.</p> <p>ADDITIONAL STUDENTS Topic 3 deals with evolution, which will need to mention sex at some point albeit in passing.</p> | <p>All Year 11 Students</p> <p>Topics for Year 11 include a 6 week rotation on ethics/morality. Includes peer pressure.</p> <p>Also topic on legal rights covering issues including consent (age of and giving).</p> | <p>Marriage is looked at as a relationship. Fertility treatments, personhood, genetic engineering, cloning, perils of drug abuse with specific reference to sexual intercourse and relationships are all covered in the GCSE specification.</p> <p>CSE and an awareness of FGM and Forced Marriage.</p> | <p>In the Work experience unit, students study the importance of having positive relationships in the work place. Through this they gain experience of a variety of interactions with the general public, including some face to face selling.</p> <p>Charity fair. Working in teams to design and set up various stalls on which they sell items to Year 7 and 8. Students gain experience of relationships engendered through the media of advertising to Yr 7 and 8 tutor groups. Selling on the day and interacting with lower school as both "trades people" and role models.</p> |
| Key stage 5 | | <p>Head of Sixth form ran a workshop based on a BBC programme "Is this Rape? Sex on Trial". This programme explored</p> | <p>Ethics is a module studied at A2 but details have not been released by the exam board yet for the new spec.</p> | |

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| | | the issue of consent, informed consent and the legal definition of rape. Fictional based scenario. Students were given an opportunity to discuss and explore the issues raised. | | |
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