

## **RAVENSCLIFFE HIGH SCHOOL AND SPORTS COLLEGE**

### **CURRICULUM POLICY STATEMENT – SEX AND RELATIONSHIPS EDUCATION (SRE)**

Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives. Ravenscliffe High School and Sports College ensures that all students have the opportunity to participate in sex and relationships education. All work in this area will be undertaken in line with the school and LA's current Safeguarding policies and practice.

#### **RATIONALE**

- a) The aim is to help and support young people through their physical, emotional and moral development, to help them to learn, respect themselves and others and move with confidence from childhood through to adolescence. It contributes to lifelong learning helping students to understand the importance of marriage as part of family life, and how to form and maintain stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health with regard for current legislation. Ground rules for confidentiality will be established within each teaching group with consideration for the school confidentiality policy and Safeguarding.
- b) Whilst parents are the key people in teaching their children about sex, relationships and growing up, Ravenscliffe will seek to work in partnership with parents, the Special School Nurse team and other professionals as appropriate to offer all students support through sex and relationship education.
- c) Sex and Relationship Education (SRE) teaching at Ravenscliffe shall be taught within Personal, Social, Health and Citizenship Education (PSHCE) lessons which are set within the National Curriculum Framework for PSHCE with consideration for the requirements within KS3 and 4 for National Curriculum Science (2009). Guidance for content and delivery of lessons is also drawn from DCSF Sex and Relationship Guidance and QCA Planning, teaching and assessing the curriculum for pupils with learning difficulties. SRE lessons will play an important role, alongside other aspects of the curriculum and school life, in helping students deal with difficult moral and social questions and decisions.
- d) Parents have a right to withdraw their children from all or part of SRE lessons except for the parts included in the statutory National Curriculum Science (KS3 – Organisms, Behaviour and Health 3.3) KS4 – Organisms and Health 5). The laws relating to SRE are contained in the 1996 Education Act and the 2000 Learning and Skills Act.

#### **PURPOSE OF TEACHING SEX AND RELATIONSHIP EDUCATION**

Through the teaching of sex and relationship education, Ravenscliffe High School and Sports College encourages its students to:

- a) Consider accurate information, to develop skills to enable them to understand differences and to respect themselves.
- b) Prevent and remove prejudice associated with this area, for example, prejudicial treatment of people with differing sexual orientations.

- c) Cope with the pressure they often face from peers and the media, helping them to put stories and images into context.
- d) Understand human sexuality, learn the reasons for delaying sexual activity and the benefits to be gained from such a delay and learn about attaining appropriate advice on sexual health.
- e) The significance of stable relationships as part of family life.
- f) Develop skills to reduce health and emotional risks and to learn what sorts of behaviour are, and are not, acceptable.

Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances. The teaching of SRE should contribute to promoting the spiritual, moral, cultural, mental and physical development of students preparing them for opportunities, responsibilities and experiences of adult life.

### **GUIDANCE FOR TEACHING SEX AND RELATIONSHIP EDUCATION**

- i. Activities will be offered which reflect the breadth and balance of the National Curriculum Framework of PSHE, non-statutory guidelines, KS3 and KS4 with regard for National Curriculum Science, KS3 and KS4 and with consideration for DCSF Sex and Education Guidance (July 2000)
- ii. Activities will be planned for individual and a range of group work. Activities will include teacher exposition, discussions between teacher and students, collaborative and discussion work amongst students.
- iii. Work planned will match student attainment based on their needs, interests and abilities, in order to form a sound foundation for the development of knowledge, skills and understanding. Progression in learning will involve developing and expanding upon these topics at regular intervals throughout the students' school career. Coverage will be ensured by a carefully planned cycle of topics and activities delivered within termly units throughout KS3, KS4 and Sixth Form. 1:1 support will include meeting individual needs where relevant, including those of students absent from lessons.
- iv. Resources will be held centrally within the PSHCE department to include books, videos/DVD's, media articles both pictorial and written, use of symbols, educational games, worksheets, tactile 3D resources, scenarios for role-play. New resources will be incorporated as relevant to lesson content to meet the needs of the individuals and groups with regard for age and understanding. Supporting resources and consultation are available from Calderdale Health Promotion Centre. Visitors playing a part in delivering SRE will be given a copy of the policy and scheme of work prior to taking part and will be asked to abide by the school's policy and will be accompanied by a member of Ravenscliffe staff.
- v. The sessions are led by members of the PSHCE teaching team with support from the Special School Nurse. Other visitors are invited to contribute to work as appropriate. A range of teaching strategies employed will include establishing ground rules, introducing distancing techniques, making use of discussion and encouraging reflection.
- vi. Sex and Relationship Education is not taught in isolation but with experiences from everyday life and other curriculum areas being used to illustrate and reinforce knowledge, skills and understanding through a collaborative approach by all staff.

Specialist staff at Ravenscliffe will be available to liaise with staff from Calderdale feeder special schools to facilitate an effective spiral and developmental curriculum.

### **Assessment of Student progress**

Ongoing assessment of students will be in line with Ravenscliffe's current Assessment, Recording and Reporting Policy.

- i. Student learning will be assessed throughout the lessons by staff assigned to the group/individuals, through student attitudes and behaviours generalised within school, off site and through collaboration with parents and carers.
- ii. At the end of each unit students will be involved with the teacher in assessing and recording progress. These records will be collated and used in the preparation of the Annual Review of the students Statement of Educational Needs.

### **Recording Pupil Progress**

- i. Students will be actively involved in recording achievement and progress in a format meaningful to individuals, i.e. photographs, audio/video recordings, completed worksheets, individual Records of Achievement.

## **POLICY IMPLEMENTATION AND REVIEW**

The PSHCE Co-ordinator is responsible for ensuring that

- All school staff will have access to and work within the guidelines of the sex and relationship education policy.
- Visitors making a contribution to the delivery of sex and relationship education will abide by the school's policy.
- The sex and relationship education policy is available for inspection and for parents.

The Policy will be revised, evaluated and up dated on a regular basis in line with other school policies.

Policy prepared by Angie Gulliford with input from designated Safeguarding staff. March 2016

Date approved by Governors: 5.6.16.

To be reviewed: Spring 2019