



<b>Category</b>	Curriculum		
<b>Document Name</b>	Sex & Relationship Education (SRE) Programme		
<b>Approval By</b>	St Dominic's School Governing Body		
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### Related Policies

Document	Reference
Curriculum Policy	CM.P1
Sex & Relationship Education (SRE) Policy	CM.P2

### Reference Material

Guidance
1996 Education Act, s.403
DfE Sex & Relationships Education Guidance

### Introduction

In accordance with the Trust's Sex and Relationship Education (SRE) Policy, St Dominic's School have prepared this working document, which provides guidance and information on all aspects of SRE in the school for staff, parents/carers and governors.

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils, if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

The SRE programme at St Dominic's School reflects the school ethos and demonstrates and encourages the following values:

- Respect for self;
- Respect for others;
- Responsibility for their own actions;
- Responsibility for their family, friends, schools and wider community.

### Equal Opportunities Statement

The school is committed to the provision of SRE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups.

### Context

The policy and content of the programme need to take a sympathetic appreciation of the nature of our pupils, some of whom will have been abused. Sex education should be viewed as a developmental process in which pupils can examine their own and others' attitudes and values in order to make informed decisions.



## **Content**

The SRE programme will include the following:

- Pupils learn to recognise similarities and differences between themselves and others.
- Identify and share their feelings with each other.
- Recognise safe and unsafe situations and can identify and be able to talk to someone they trust.
- Pupils learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs. They learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and well-being of others.
- Life processes are discussed including the physical changes that take place at puberty, why they happen and how to manage them.
- How babies are conceived and born as well as discussing contraceptives.

## **Curriculum**

SRE is not confined to a taught, discrete programme. It is learnt from the personal relationships and the attitudes pupils experience in their whole life in school.

Because of this, the sex education programme will be delivered across the waking day curriculum. It will be supported and taught by both education and residential area staff.

See Appendices for examples of SRE in the curriculum.

## **Assessment and Evaluation**

Elements of the sex education in the science curriculum are assessed formally.

Assessment and evaluation of the SRE programme outside the science order is conducted using a variety of informal activities which have been built into the programme. These could include peer assessment and self assessment. Teachers delivering SRE should constantly evaluate their lessons to inform future planning.

## **Withdrawal**

Parents/Carers have the right to withdraw their children from all or part of the Sex and Relationships Education provided at school except for those parts included in statutory National Curriculum Science.

Those parents/carers wishing to exercise this right are invited in to write to the Principal and/or SRE Co-ordinator who will explore any concerns and discuss any impact that withdrawal may have on the child.

## **Confidentiality and Child Protection**

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he will contact the named child protection coordinator who takes action as laid down in the Safeguarding & Child Protection Policy. Members of staff are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues.

The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.



## Answering Difficult Questions

Members of staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. On some occasions a member of staff may decide that a question is best referred to child's parents/carers to answer and the member of staff should act accordingly. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned.

## Aims

The main aims of our SRE programme are to

- teach self esteem, develop self worth
- encourage good friendships
- teach children to say "no"
- teach self respect
- help children to understand and make informed choices
- keep parents informed
- ensure age appropriate progression
- respect individuality
- consider morals and values
- ensure sympathetic approach, considering the needs of individuals
- develop confidence
- provide CPD for teachers
- respect and embrace diversity
- teach key biological facts.



## Appendix A: Ideas for SRE in the curriculum

### KS2

- Life cycles of animals / plants / humans from birth to death
- Importance of hygiene and personal care
- Growth of babies into children and adults
- Boys' and girls' bodies - naming of body parts, recognise self as male or female and be aware of the differences
- Caring and love of families and friends and family relationships
- Recognising and dealing with feelings and how they are affected by the actions of others
- Body changes in puberty

### Yr 7

- Main stages of life from birth to death
- Revision of naming and description of sex organs
- Puberty – physical and emotional changes in boys and girls (including menstruation)
- Varying rates of maturation
- Hormonal changes, emotional states – mood swings etc.
- Hygiene – learning to care for the body and lead a healthy lifestyle
- 'Good' and 'bad' touching
- Masturbation – where and when
- 'Wet' dreams
- Values and morals – stressing that it's OK to say 'no'
- 'Crushes' and 'fancying' other people
- Adopting a positive self image and respect for self and others

### Yr 8

- Friendships and relationships including marriage
- Sexual intercourse, contraception, pregnancy and birth
- Rights and responsibilities
- HIV / AIDS / STI
- Feelings, values and morals
- Personal choice – the right to refuse 'no' and to choose whether or not to have a sexual relationship and that some people choose to remain celibate
- Hormonal changes – stress, depression etc

### Yr 9

- Revise previous topics
- Revise contraception and discuss pros and cons of various methods
- Discuss the law / consent etc
- Homosexuality and alternative lifestyles
- Emotional changes affecting relationships with peers and parents
- Values, morals and respect for others



- Romantic relationships and their effects on feelings when they start, go well, go wrong and end.  
Discuss their possible effects on other areas of life
- The effects of the media on attitudes to sexuality
- The effects of alcohol on decision making
- The importance of making own decisions and not being influenced by others

Yr 10/11

- Managing changing relationships e.g. separation, divorce and bereavement and the effects they have on family life
- Legal aspects to be revised
- Developing a positive attitude to own sexuality and the adoption of responsible attitudes to sexual behaviour
- Accept responsibility for own actions and to understand the importance of their decisions and the effect they may have on others
- Discuss how romantic relationships can affect ability to stay focused in school, especially at exam times
- Issues around consent and rape – drugs and date rape – alcohol and its effects on the ability to make rational judgements
- HIV / AIDS
- Sexually transmitted diseases / signs and symptoms / prevention and treatment
- Importance of hygiene and self-care
- Values, morals and respect for human life – contraception / abortion / IVF etc



## Appendix B: SRE in Science Curriculum

Key Stage	Curriculum
KS2	As part of a 2 year cycle of teaching: Year 2 Humans and other animals – growth and reproduction
KS3	<u>Yr 7 Summer term</u> Unit 7 – Small Beginnings Finding out about reproduction from the New Understanding Science Programme  This unit includes: <ol style="list-style-type: none"><li>1. Cell structure and function</li><li>2. Reproduction in plants and animals</li><li>3. Human reproduction</li></ol> <u>Yr 9 Spring Term</u> Revision before SATS in May
KS4	The KS4 curriculum is organised so that pupils can follow both Entry Level and GCSE at the same time. The Entry Level scheme is modular, consisting of six units. Each year pupils complete three units, one from each subject area – physics, chemistry and biology.  <u>Yr 10 Spring Term</u> 'Body Maintenance' including hormones and the role of sex hormones  <u>Yr 11 Spring Term</u> 'Genetics and Reproduction' can include teaching of KS3 work depending on the ability of the group.