Richard Lander School

Sex & Relationships Policy

Policy Effective from: September 2026

Responsibility: Head/Deputy Head/Governing Body

Review: Reviewed and monitored by: Head/Deputy Head/Governing Body

Review Date: September 2027

What is SRE?

Quality Sex and Relationship Education enables the fostering of self-worth, recognition of healthy lifestyle choices and healthy relationships. It is about the physical consequences of sexual behaviour but also focuses on relationships and emotions. It enables young people to make responsible and informed decisions about their health and well-being.

Aims and Objectives

All state funded schools must have, due regard to the Secretary of States guidance on 'SRE 2000 that states that secondary schools should:

Teach about relationships, love and care and the responsibilities of parenthood as well as sex.'

Ensure young people understand how the law applies to sex and relationships.

Link SRE with issues of peer pressure and other risk taking behaviour such as drug taking, smoking and alcohol consumption.

It should provide young people with information about different types of contraception, safe sex and how they can access local sources of further advice and treatment.

Moral and Values Framework

The SRE programme reflects the school ethos and demonstrates and encourages the following values

- Aspiration (one of the greatest factors in delay of first sex, particularly in girls.)
- Self-respect
- Respect for others
- Responsibility for one's actions
- Responsibility to family, friends, schools and the wider community.

Equal Opportunities Statement

The school is committed to quality provision of SRE for all students. Our programme aims to respond to the diversity of children's cultures, faiths and family background. Training has been given to PD staff in response to the backgrounds of our students for example the travelling community. The SRE lead has delivered sessions within the ARC; children with

special educational needs are given extra support and consideration to provide a tailor made curriculum to fit their life experiences and needs. We are also aware that due to a young person's previous experiences one size may not fit all and with the help of outside agencies can still provide appropriate provision for them.

The Aims of Sex and Relationships Education

Based on the above the aims of SRE in this school are:

- To enable students to better understand the nature of human relationships
- To enable students to see the importance of marriage and stable loving relationships for the bringing up of children.
- To prepare students for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.
- To enable students to make good, informed choices concerning relationships and healthy lifestyles.
- To help children navigate the ever changing perception of sex and relationships within the media.
- To raise self-esteem and aspiration.

Attitudes and values

- Learning the importance of values, individual conscience and moral considerations.
- Learning the value of family life, marriage and stable loving relationships for the nurture of children.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference with an absence of prejudice.

Knowledge and Understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, reproduction, sexual health, emotions and relationships,
- Learning about contraception and the range of local and national sexual health advice, contraception and support services.
- Learning the reasons for delaying sexual activity and the benefits to be gained from such delay.
- The avoidance of unwanted pregnancy and STI's.

Moral Dimension
The school recognises that it has a moral duty to its students and parents; we recognise that that SRE may raise sensitive issues, whilst it acknowledges different lifestyle choices it promotes a stable loving environment as the best context for the bringing up of children.

Staffing
The SRE and PSHEE lead has a PSHEE Accreditation (2009).
We are a fairly small team and deliver lessons through the school timetable. Core members of staff have much experience in the delivery of SRE and opportunities are always taken to attend training courses available.
PSHEE was inspected in 2011 and the judgement was grade 1.

Content of Richard Lander School SRE programme

Key Stage 3

We try to meet with our partner primary schools on a regular basis to discuss the format and nature of the SRE that students have already received. Throughout our lessons we ensure that students use the correct terminology for physical anatomy.

Developing a healthy, safer lifestyle

This will include:

- recognising the physical and emotional changes that take place at puberty and how to manage these changes in a positive way
- how to keep healthy and what influences health, including the media
- that good relationships and an appropriate balance between work, leisure and exercise can promote physical and mental health
- in a context of the importance of relationships, about human reproduction, contraception, sexually transmitted infections, HIV and high-risk behaviours including early sexual activity
- recognising and managing risk and making safer choices about healthy lifestyles, different environments and travel
- recognising when pressure from others threatens our personal safety and well-being, and developing effective ways of resisting pressures, including knowing when and where to get help

Developing good relationships and respecting the differences between people

This will include:

- The nature of friendship and how to make and keep friends.
- Recognising some of the cultural norms in society, including the range of lifestyles and relationships.
- The changing nature of, and pressure on, relationships with friends and family, and when and how to seek help.

- The role and importance of marriage in family relationships.
- The role and feelings of parents and carers and the value of family life.
- Recognising that goodwill is essential to positive and constructive relationships.
- Negotiating within relationships, recognising that actions have consequences, and when and how to make compromises.
- Resisting pressure to do wrong, recognising when others need help and how to support them
- Communicating confidently with peers and adults.

Key stage 4

Developing a healthy, safer lifestyle

This will include:

- Thinking about the alternatives and long- and short-term consequences when making decisions about personal health.
- Assertiveness skills to resist unhelpful pressure.
- The health risks of early sexual activity and pregnancy, and about safer choices.
- In the context of the importance of relationships, how different forms of contraception work, and where to get advice, in order to inform future choices
- How to seek professional advice confidently and find information about health.
- Developing good relationships and respecting the differences between people
- Pornography.

This will include:

- An awareness of possible exploitation in relationships.
- How to talk about relationships and feelings.
- How to deal with changing relationships in a positive way, showing goodwill to others and using strategies to resolve disagreements peacefully.
- The nature and importance of marriage for family life and bringing up children.
- The role and responsibilities of a parent, and the qualities of good parenting and its value to family life.
- The impact of separation, divorce and bereavement on families and how to adapt to changing circumstances
- Knowing about the statutory and voluntary organisations that support relationships in crisis.

Links

The main link with another subject is Religious Education where Procured Abortion, Pre-marital sex, divorce, family planning methods and homophobia are covered in the Exam specification. The PSHE lead also leads on Religious Education so topics dovetail each other and repetition is avoided.

Organisation

At Richard Lander School the main content is delivered in Personal Development. This is presently delivered to all students for one hour each fortnight.at KS3 and KS4.SRE is normally delivered by the PD staff in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.
External agencies also help to deliver SRE including brook Advisory Service in years 9 -11 and Barnardos' first light' project looking at issues of body image, sexual abuse, rape and domestic violence.
Richard Lander has a nominated governor for SRE.

School Visitor Policy

- Visitors are invited in to school because of the particular expertise or contribution they are able to make.
- All visitors are familiar with and understand the school's SRE policy and work within it.
- All input to SRE lessons is part of a planned programme agreed with staff in advance.
- All visitors are supervised/supported by a member of staff at all times
- The input of visitors is monitored and evaluated by staff and students. This evaluation informs future planning.

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. This could include peer assessment and self assessment.
- Teachers delivering SRE should constantly evaluate their lessons to inform future planning.

Consultation

The SRE/PSHE Co-ordinator facilitates the gathering of policy feedback from parents, staff and students via Student voice, year 11 students are asked for their views and opinions on provision and needs.
Parental forum, this happens annually; the nature of SRE at the school is explained and parents can advise and give their opinion.

Right to Withdraw from SRE

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

Those parents/carers wishing to exercise this right will be invited in to meet with the SRE Co-ordinator (or the Headteacher, if specifically requested by the parent) to explore any concerns and discuss any impact that withdrawal from SRE may have on their child. Once a student has been withdrawn from SRE they will not take part in the SRE programme until the request for withdrawal has been removed by parents.

Further SRE Support

Materials are available to parents/carers who wish to supplement the school SRE programme or who wish to deliver SRE to their children at home. These are available on request from the SRE Co-ordinator. The school holds annual parent information evenings, where the SRE policy is discussed, plus direction given to other resources which could supplement parents and their children.

Confidentiality and Child Protection Issues

Confidentiality is maintained by all staff at Richard Lander school (see separate Confidentiality Policy). If a member of staff believes that a child is at risk or in danger, she/he will raise the issue with the Designated Senior Person (DSP) for Child Protection, who will take action as laid down in the School's Safeguarding Policy. All staff are familiar with this policy.
The Student concerned will be informed that what they say may not be confidential and may be passed on to the DSP, with reasons given.

Answering Difficult Questions

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 students 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 students' questions are treated according to the age and maturity of the pupil(s) concerned. Questions do not always have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Senior Person for Child Protection if they are concerned.

Richard Lander School believes that SRE should meet the needs of all students regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.
Homophobic bullying is not tolerated and will be addressed firmly yet sensitively (please refer to the School's Anti Bullying Policy and Single Equality Scheme.)