



Sex and Relationships Education Policy

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DAME HANNAH ROGERS SCHOOL
EDUCATION

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INTRODUCTION

THIS DOCUMENT IS a statement of aims, principles and strategies for the teaching and learning of Sex and Relationships education at Hannah's School (Dame Hannah Rogers School.)

It has been developed on an annual basis through a process of consultation with teaching staff and the Governors of the school. This process has continued. The policy is available to parents being published on the school website and available on request as a hard copy.

It was last approved by the Governors in Autumn 2016.

PURPOSE OF THE POLICY

SEX AND RELATIONSHIPS EDUCATION should be an integral part of the Personal and Social Development of each person from childhood into adult life. It is important to the individual's physical, intellectual and emotional growth.

AIMS

Are that all children and young people will:

- Develop positive human feelings and sensitivity towards others; (See the [Inclusion Policy](#), DHRS Golden Guidelines).
- Develop a respect for the sexual and moral values of others and consider thoughtfully their own attitudes, values and beliefs - as appropriate.
- Develop a sense of self respect and individual worth, with a capacity to live as adults and co-operate with others in meaningful relationships.
- Develop a knowledge and understanding of their place in society and sensitivity to sexual interpretations of human experience - as appropriate
- Develop an understanding of relationships, sexual relationships and marriage.
- Develop an understanding of the importance of the various forms of family life.

PRINCIPLES OF THE TEACHING OF SEX AND RELATIONSHIPS EDUCATION

SEX AND RELATIONSHIPS EDUCATION IS IMPORTANT because:

- It makes a significant contribution to the educational / life experiences of every child or young person.
- It provides the opportunity to explore values and moral issues.
- It fosters a sense of "who am I?" and "what choices do I have?"
- It is the opportunity to present a balance of views for children and young people.
- It presents opportunities to explore and practice important decision making skills, communication and assertiveness.
- It is necessary to raise the awareness of each student of the risks inherent in the use of social media, the internet etc and to be aware of keeping safe.
- It is necessary to raise the awareness of sexually transmitted diseases.

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STRATEGIES FOR THE TEACHING OF SEX AND RELATIONSHIPS EDUCATION

The delivery of Sex and Relationships Education is largely class based and via a unique programme for each learner. Sex Education should be part of a rolling programme. It will be presented in an on-going cross-curricular way, as well as through the ethos of the whole school.

The whole staff team are important in the presentation of sex and relationships education because they enable / empower students to express opinions using their preferred method of communication and to take as full part a part as possible in discussion work related to the subject.

In the teaching of sex and relationships education we will:

- Adopt a sensitive and individual / differentiated approach to the presentation of material concerning physical and sexual development.
- Adopt a sensitive and individual / differentiated approach to the presentation of material concerning relationships and moral standards
- Adopt a sensitive and individual / differentiated approach to the presentation of material concerning the importance of the family in society.

Planning for the delivery of this curriculum is a process in which the whole team are involved. Parental views are taken fully into account where the Mental Capacity Act does not apply and thereafter the views of the young person with due consideration given to parental input (NB parents who have “Deputy” status for personal welfare for young people will retain the rights related to consent for under 16’s).

NOTE: Given the complexity of cognitive, developmental, physical and medical needs of the children and young people at Hannah’s School sex and relationships education is tailored to each child or young person in relation to:

- chronological age
- cognitive ability
- developmental age and stage
- communication capacity
- medical need
- personal risk and capacity to be safe
- recognition of risk

(this list is not exhaustive)

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AMENDMENT RECORD AND REVISION HISTORY

Procedures are reviewed annually to ensure relevance to the system and processes.

A record of contextual additions or omissions is given below.

Date	Page	Addition or Omission	Context	Initial	Version

In Confidence

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