

Frome College Policy for Sex & Relationships Education Provision

1. Aims of our SRE provision

- SRE is lifelong learning about physical, sexual, moral and emotional development.
- it is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life.
- it involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

2. The College challenges and supports all learners to develop healthy attitudes and understanding of SRE, by:

- SRE is delivered through Science and the Tutor programme with some aspects taught in R&P,
- selected themes of the SRE take place within PSHE curriculum delivered by tutors with support from professionals where appropriate. SRE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included.
- in Science SRE is delivered by staff as part of the Y9 curriculum. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.
- when students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.
- support is offered within the House System who will help with planning or delivery of lessons if required.
- assessment is carried out within Science delivery-cycle and involves teacher, learner and peer assessment of knowledge and understanding, interpersonal skills, and attitudes –.

3. The College will encourage lifelong SRE learning for all learners by:

- setting SRE within this wider school context and supporting family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- encouraging students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation and different family structures which we would treat with respect. The important values are love, respect and care for each other.

- generating an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- recognising that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- recognising that the wider community has much to offer in terms of advice and support. We aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

4. Total Provision

The College meets all statutory requirements for the SRE provision, with an evident theme of its relevance and context throughout curriculum and pastoral provisions.

5. The right of withdrawal from in-college SRE provision

- some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). This is detailed in the New Intake brochure and it is the parents' responsibility to contact the school. We make alternative arrangements in such cases.
- parents are encouraged to discuss their decisions with staff at the earliest opportunity.
- Monitoring, Evaluation and Review
- SRE is monitored under the spiritual, moral, social and cultural development of students. It is the responsibility of the Heads of House to oversee and organise the monitoring of this.
- the Governors Students and Community Committee is responsible for overseeing, reviewing and organising the revision of the SRE Policy
- Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's SRE policy, and on support and staff development, training and delivery.

March 14