



## Sex and Relationship Education Policy

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| Adopted by Governors: | June 2013              |
| Committee Link:       | Quality and Curriculum |
| Review Timetable:     | 3 Years                |
| Renewal Date:         | June 2016              |

### **Background information.**

This policy was developed and agreed in consultation with governors, senior management team, all staff, teaching and non-teaching, Parents/Carers, pupils and other relevant outside agencies, e.g. PSHE Consultant and school nurses. This policy has obvious links with other school policies and reference to which policies will be identified.

This policy reflects national aims and priorities including DfE 0116/2000 Guidance (SRE Guidance), National Healthy Schools Standard; Sex and Relationship Education Guidance.

### **Roles and Responsibilities**

#### **Governors**

As part of their general responsibilities for management of the school, the governors have played a key role in the development of the schools policy for SRE. They will continue their involvement through regular evaluation of it.

**Name of lead governor for responsibility for this policy is Councillor Dave Merrett**

#### **Senior Leadership Team**

The Senior Leadership Team takes overall responsibility for this policy and its implementation and for liaison with the governing body, Parents/Carers, LA and appropriate outside agencies.

The Headteacher has appointed a PSHE Co-ordinator who will work with and attend senior management meetings as appropriate.

## **PSHE Co-ordinator**

The Co-ordinator together with the Senior Leadership Team has a general responsibility for supporting other members of staff in the implementation of this policy. The PSHE Co-ordinator will provide a lead in the dissemination of information relating to Sex and Relationship Education. They are responsible for identifying and providing good quality resources and in-service training. This forms part of the job description and they have access to relevant Senior Leadership Team meetings.

## **Parents/Carers**

Parents/Carers are encouraged to support the schools Sex and Relationship Education programme and have access to this policy. The schools plays its part in ensuring that Parents/Carers are kept up to date in developments in SRE including the content and organisation of the Sex and Relationship Education programme. Parents/Carers have the right to withdraw children from the programme and should be informed of the procedure for making complaints. Parents/Carers have been invited to give feedback on the delivery of SRE through an on-line forum through the school's website.

## **Students**

Students have an entitlement to age and circumstance appropriate Sex and Relationship Education and to pastoral support. They will be actively consulted about their Sex and Relationship Education needs and their views will be central to developing the provision. In order for young people to experience positive safe sexual relationships they need to understand their feelings – the way they think about and value themselves. To enable young people to do this they need confidence and skills to ensure that they can communicate effectively concerning what they want or do not want.

## **All Staff**

All staff should be aware of the policy and how it relates to them. Any staff involved in Sex and Relationship Education have opportunities for relevant training. As staff we need to work within a holistic approach that encompasses relationships, self-awareness, confidence, self esteem, communication and helping young people understand their sexuality. For this to happen it is important that issues of sexuality and sexual orientation are dealt with sensitively to ensure that it is a positive experience for all young people. Staff have been consulted about the delivery of SRE via feedback to the PSHCE lead.

## **SECTION 1**

### **Equal Opportunities Statement**

Sex and Relationship Education will be provided to all pupils with consideration of any particular needs (see equal opportunities policy) responding to the diversity of children's cultures, faiths and family backgrounds. Everyone has the right to their

own sexuality and to express it in a way that is consenting, equal, negotiated and non-oppressive regardless of their race, gender, sexual orientation or disability.

### **Aims and objectives of the policy**

Sex and Relationship Education should enable young people to make responsible and well informed decisions about their lives. It helps support young people through their physical, emotional and moral development. A successful programme firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. (DfE, SRE Guidance 2000).

The main aims of our Sex and Relationships Education are :

- Develop a values and moral framework that will guide their decisions, judgements and behaviour.
- Enable each pupil to develop confidence and self esteem.
- Provide accurate information and correct any misunderstandings.
- Enable students to explore their own and others feelings, views, attitudes and values towards Sex and Relationships Education.
- Allow students to be aware of and enjoy their sexuality.
- Promote responsible behaviour within sexual and personal relationships
- Encourage young people to understand human sexuality and to respect themselves and others.
- Understand the nature and importance of marriage and other strong and mutually supportive relationships for family life and bringing up children but also that there are strong and mutually supportive relationships outside marriage. This also includes Teenage Pregnancy.
- To understand human sexuality, learn the reasons for delaying sexual activity and the benefits to be gained from such delay and learn about obtaining appropriate advice on sexual health.
- Highlight health matters, both physical and emotional in order to raise awareness of the relationship between sexual behaviour, drugs misuse and AIDs.
- Provide students with sufficient information and skills to protect themselves from unintended/ unwanted conceptions, sexually transmitted infections including HIV. Delivery of the Delay programme enables pupils to develop resilience in their choice making but also promotes the idea that having sex isn't a replacement for feeling good about yourself.
- Ensure students have advice and information on access to confidential advice and support
- Provide accurate information and correct any misunderstandings.

### **Moral Values Framework**

As a school we believe that:

- All students have an entitlement to Sex and Relationship Education that should encourage them to respect themselves and others.

- Sex and Relationship Education should be delivered in the context of family life and with regard to the religious beliefs of the students.
- Sex and Relationship Education is important in contributing to children's overall personal development.
- Teaching the physical aspects of sexual behaviour should be set in a clear moral framework where pupils consider self-restraint, dignity and respect for themselves and others, and recognise the physical, moral and emotional risks of casual and promiscuous sexual behaviour.
- Sex and Relationship Education is a whole school issue.

Students will be encouraged to value differences between people and the variety of relationships that are loving and caring. Sex and Relationship Education will take place in a way that supports Students' spiritual, moral, social and cultural development. The school believes that honest, sensitive and responsible Sex and Relationship Education is relevant and necessary for our Students.

This policy and its supporting schemes of work seek to acknowledge that this area of the curriculum is challenging and sensitive for many Students, Parents/Carers and teachers and to set out how we aim to meet those challenges.

**Schools provision for Sex and Relationship Education in line with statutory and non-statutory guidance.**

Sex and Relationship Education should be supported by a schools wider curriculum for personal, social and health education

The National Curriculum Science order states that:

**Key Stage 3**

1. d) fertilisation in humans ...is the fusion of a male and a female cell
2. f) physical and emotional changes that take place during adolescence.
  - g) about the human reproductive system, including the menstrual cycle and fertilisation.
  - h) how the foetus develops in the uterus.
  - i) how the growth and reproduction of bacteria and the replication of viruses can affect health

**Key Stage 4**

2. f) The way in which hormonal control occurs, including the effects of sex hormones
  - g) some medical uses of hormones, including the control and promotion of fertility
  - i) the defence mechanisms of the body
3. d) how sex is determined in humans

Within PSHCE:

At Key stages 3 and 4 pupils should be able

- to develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- be aware of their sexuality and understand human sexuality.
- understand the arguments for delaying sexual activity
- understand the reasons for having protected sex
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationships they want
- communicate effectively
- have sufficient information and skills to protect themselves and, where they have one, their partner from unintended/unwanted conceptions, and sexually transmitted infections including HIV
- avoid being exploited or exploiting others
- avoid being pressured into unwanted or unprotected sex
- access confidential sexual health advice and support and if necessary treatment
- know how the law applies to sexual relationships.

Provision from School Nurses

In addition to lessons, school nurses also deliver aspects of (please add/delete as appropriate):

**In Year 9 School Nurse delivers the Delay programme, which looks at encouraging students to delay their first sexual encounter.**

**In Year 11 students receive advice on life choices and contraception.**

## **Teaching programme, strategies and resources**

Sex and Relationship Education is delivered by a specialised team in whole class or group situations, using a variety of teaching and learning strategies to encompass the broad aims of the PSHE curriculum. It is also taught within other curriculum areas e.g. Science, RE, National Health Events.

Where the teaching and learning includes issues, which may be sensitive, staff and Students will work within clearly understood and applied ground rules in line with the school's confidentiality policy and schools agreed ground rules. If a young person discloses information which suggests that they could be at risk then absolute confidentiality cannot be guaranteed. Students should be reminded of this when appropriate. Any such disclosure should be reported to the Head Teacher, Deputy Head Teacher or the Child Protection Officer, put in person relevant for your school. See also LA document guidance for schools and health professionals to support Sex and Relationship Education policies and procedures.

Teaching programmes reflects the Students knowledge and understanding of Sex and Relationship issues by implementing a baseline implementation technique. This stems from the sex educations needs survey completed through Pupil Voice with the PSHCE Lead and the LA advisor (July 2011).

## **Resources**

All resources for Sex and Relationship Education are kept in the PSHCE lead's office. The following resources were purchased or loaned after careful consideration and evaluation of the materials in line with national guidelines and the aims of this policy: Contraceptive Display Kit, Condom demonstrator.

## **Answering difficult questions**

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting, through teaching techniques such as utilisation of ground rules and distancing techniques. In addition, if teachers do not know the answer to a particular question, or feels that the question is inappropriate for the age of that child and which may raise concerns of sexual abuse, the teacher will acknowledge it and promise to attend to it on an individual basis. Furthermore, child protection procedures will be adhered to.

## **Confidentiality**

Whilst the school attempts to keep confidentiality, it cannot offer or guarantee Students unconditional confidentiality, but in all cases will adhere to the 1998 Data Protection Act. Teachers are not legally bound to inform Parents/Carers of any disclosures unless the Headteacher has specifically requested them to do so. If sexual abuse is suspected, teachers follow the school's child protection procedures.

### **Child Abuse and Protection Procedures**

If a member of staff is concerned about a child's welfare, they will draw this to the attention of, and discuss their concerns with the Head Teacher and/or the designated Child Protection person. Consultations and/or referrals will be carried out in accordance with guidance given on the CYC 'Child Protection Procedures.

### **Use of Visitors**

Where visitors and outside agencies are involved, their contribution must have been planned as part of an overall programme of Sex and Relationship Education. Their contribution should complement the teaching already taking place in the school and adhere to the schools Sex and Relationship Education Policy. It is the schools responsibility to ensure that all these visitors are made aware of the schools Sex and Relationship Education Policy.

## **Section 2**

### **Implementation of the policy**

A copy of this policy is available electronically for each member of staff and each member of the governing body. Reference copies are available from the Head Teacher, SLT and Heads of Year. Relevant extracts are published in the staff handbook.

### **Date of Implementation month and year**

### **Monitoring and evaluating the policy**

This policy will be reviewed regularly by the Head Teacher, students, the governing body, PSHCE co-ordinator and relevant outside organisations (e.g. PSHCE Consultant). This will include evaluation of teaching and learning activities, current resources and staff training and the use (if any) of outside visitors. Evaluation tools include discussion groups, feedback from external inspection and formal testing procedures.