

SEX & RELATIONSHIP EDUCATION POLICY



The school's policy has involved parents/carers in its development and is subject to on-going review. The aim of the school's policy is to complement and support the role of parents/carers. It should be read in conjunction with the Safeguarding policy containing details of FGM.

THE LEGAL FRAMEWORK

The school's Sex and Relationship Education (SRE) Policy reflects the 1996 Education Act requiring the Principal to be consulted. Since 1 September 1994 (under legislation passed in 1993) the governing body is required to keep an up-to-date statement of its policy with regard to the provision of sex education. This policy reflects the guidance of DfE guidance 0116/2000 (July 2000) and the revised National Curriculum (published in September 1999)

It is supported by the Learning and Skills Act (2000). The school will provide an SRE programme that incorporates the specific requirements of information about sexually transmitted infections and HIV/AIDS.

PRINCIPLES AND ENTITLEMENT

During Key Stages 3 and 4 we have the opportunity of ensuring that students have an understanding of basic sexual health information and an opportunity to fully explore and discuss issues before students begin to place themselves at risk sexually and emotionally. Students' background knowledge will vary enormously, depending on attitudes adopted in their specific community and the understanding of their parents/carers and media influence. SRE will have due regard to the age and cultural background of the Students concerned.

The school and governors seek to help students to grow into adulthood fully aware of the choices they can make and an understanding of consequences of sexual activity.

Sex and relationships education is an integral part of the PSHCE programme and is developed with year groups with the aim of providing students with skills, knowledge and understanding to enable them to lead healthy and independent lives. Activities should raise and maintain self-esteem so that students feel that it is worth taking responsibility for their own wellbeing. The school's provision will help develop positive values and a moral framework that will guide students' decisions, judgements and behaviour.

The PSHCE framework will play an important role, alongside other aspects of the curriculum and school life, in helping students deal with difficult moral and social questions.

Sex and relationship education should contribute to promoting the spiritual, moral, cultural, mental and physical development of students at school, and in society, preparing students for the opportunities, responsibilities and experiences of adult life.

CURRICULUM CONTENT

Under s353 (3) of the 1996 Act, sex education included education about AIDS, HIV and other sexually transmitted diseases. From September 1994, material on AIDS, HIV, other sexually transmitted diseases and non-biological aspects of human sexual behaviour has been removed from the National Curriculum in Science.

Whatever the developing sexuality of students, they need to feel safe in their environment. Although teachers will not promote sexual orientation, they should deal honestly and sensitively with issues of sexual orientation. The school will react to homophobic bullying with reference to the unacceptability of and emotional harm and distress caused by bullying. The school keeps a log of homophobic incidents to monitor student attitudes.

SRE should be supported with learning and teaching that enable students to draw upon their previous

understanding, hear and listen to the beliefs and values of others, and reflect upon new learning. Students need accurate information and to be aided in the development of skills to enable them to understand and respect themselves and others, the reasons and benefits of delaying sexual activity and to learn about appropriate advice on sexual health. SRE will contribute to the spiritual, moral, cultural, mental and physical development of Students and prepares them for adult life. Students should learn the significance of marriage and stable relationships as key building blocks of community and society without stigmatising children based on their home circumstance. There are strong and mutually supportive relationships outside of marriage. Students should be provided with sufficient information and skills to protect themselves, and where they have one, their partner from unintended/unwanted conceptions and sexually transmitted infections including HIV. Leadership team/CTLs should ensure that appropriate support and/or training should be offered to deliver the school's programme with sensitivity and effectiveness. This policy will be implemented via PSHCE and science lessons. It is inevitable that there may be some overlap between subject areas.

THE USE OF OUTSIDE SPEAKERS

Outside speakers are a useful resource in the delivery of SRE. However, when speakers are booked, Leadership must ensure that visitors do not deliver material that is too explicit in its content or presentation when taking into account the age of the year group concerned. *Health professionals can give students confidential support and advice. When such personnel are in their professional role, such as the school nurse in a consultation with an individual student, they will follow their own professional codes of conduct.*

SENSITIVE ISSUES OUTSIDE OF SRE LESSONS

It is inevitable that issues will emerge from time to time outside of SRE lessons. Provided that such discussion is limited and set within the context of the other subject, this will not constitute part of the provision of sex and relationship education. In such cases, particularly where they involve students of parents/ carers who have withdrawn from SRE, teachers will need to balance the need to give proper attention to relevant issues with the need to respect students' and parents/carers' view and sensitivities. Some students are more vulnerable to exploitation than their peers and others may be confused concerning acceptable public behaviour. Such students should be supported to develop skills to reduce the risks of being exploited and to learn norms of behaviour. If an individual student raises sexually explicit issues in any setting (including a lesson intended for SRE) it may be appropriate to respond individually to the student's question outside the class and it is unlikely that the question should be dealt with before the whole class. Such questions should be drawn to the attention of the DSP (Safeguarding lead) who might see it appropriate to share this with the child's parents/carers. In cases of uncertainty, colleagues should ensure that another teacher (usually the DSP) is present during discussion of explicit matters with individual students. Giving an individual advice without parental knowledge or consent is an inappropriate exercise of a teacher's professional responsibilities. If a teacher believes that a student is at moral or physical risk or in breach of the law, the teacher should ensure that the student is aware of the implications and urged to see appropriate advice.

ISSUES OF CONFIDENTIALITY

Teachers cannot offer or guarantee absolute confidentiality. Leadership will normally inform parents/carers if a student tells them that they are sexually active or if the student is discussing issues of an explicit nature which causes concern. The DSP should discuss their intended action with the appropriate Deputy Head or Principal to gain advice, if appropriate. Only in the most exceptional circumstances will the school be in the position of having to handle information without parental knowledge. Every encouragement should be given to students to talk to their parents/carers and the school should give support to enable this. If confidentiality has to be broken the student should be informed first and supported appropriately.

If the student is considering or having sex they should be encouraged to talk to a trusted adult. It is desirable that the person should be their parent/carer. The law allows health professionals to see and in some circumstances to treat young people confidentially. In the case of a student under 16 informing a non-health professional that they are having or contemplating sex, the DSP/Principal should be informed. The DSP will then take steps to ensure that:

- Wherever possible, the young person is persuaded to talk to their parent/carer.
- Any child protection issues are addressed
- The student is counselled about contraception including precise information about where young people can access contraception and advice services.

In the exceptional circumstances of the school handling such information without parental knowledge, the DSP must inform the Principal to enable the Principal and governors to monitor the frequency of such cases.

Effective SRE, which brings an understanding of what is and is not acceptable in a relationship, can lead to a disclosure of a child protection issue. Teachers engaged in the SRE programme should be familiar with procedures that relate to child protection, disclosure and the role of the named office.

RIGHTS OF WITHDRAWAL

The parents/carers of a student may withdraw that student from all or any part of the sex and relationships education provided (s405 of the 1996 Act.) The Principal must inform parents/carers of this right before commencing a unit of work. As a result of consultation with parents/carers, a letter should be sent before starting a unit of SRE in order for parents/carers to support the content at school with discussion at home.

GOOD PRACTICE

Teachers should demonstrate:

- A broad and detailed understanding of the aspects of SRE they teach
- A clear focus for lesson planning, the objectives of which are shared with the students
- Expectations of the students that are appropriate to their different levels of maturity and understanding
- A climate that encourages students to express their views and feelings and to respect that views of others, with clearly established boundaries for both courtesy and confidentiality
- Teaching methods, including good use of resources, that give good opportunity for students to reflect on and assimilate their learning
- Assessment of students' knowledge and understanding and, in the best practice, of the development of their values and attitude and their personal skills
- The establishment of ground rules for the lesson, including rules of confidentiality. This will encourage students to explore their attitudes and promote respect for the views of others
- Assessment of learning through pastoral assessment sheets. These sheets will enable students to assess their progress, identify accelerated learning and to set targets of future pastoral units.

ELEMENTS OF SRE

Attitudes and values

- Learning and importance of values in choices that are made
 - Appreciating the value of the family unit, marriage and stable and loving relationships
 - Learning the value of respect, love and care
 - Exploring the moral dilemmas associated with SRE
 - Developing the skills of critical thinking and decision-making
- Develop positive values and a moral framework that will guide decisions, judgements, and behaviour. This may involve dealing with misunderstanding and challenging assumptions

Personal and social skills

- Developing the skills associated with emotional intelligence
- Developing self-respect and empathy for others
- Learning to make decisions without reference to prejudice
- Appreciating the consequences of choices
- Learning how to recognise and avoid exploitation and abuse

Knowledge and understanding

- Learning and understanding the stages of physical development
- Understanding human sexuality, reproduction, sexual health, emotions and relationships
- Learning about contraception and the range of available advice and support
- Learning the reasons for delaying sexual activity and the benefits associated with such delay
- The avoidance of unplanned pregnancy
- Know how the law applies to sexual relationships

This can be further broken down into the Learning Outcomes of each Key Stage

By the end of Key Stage 3 –

Students will be able to:

- Manage changing relationships
- Recognise risk of personal safety in sexual behaviour and be able to make safe decisions
- Ask for help and support
- Explain the relationship between their self-esteem and how they see themselves
- Develop skills of assertiveness in order to resist peer pressure and stereotyping
- See the complexity of moral, social and cultural issues and be able to form a view of their own
- Develop good interpersonal skills to sustain existing relationships as they grow and change to help them make new relationships
- Develop empathy with the core values of family life in all its variety of forms
- Recognise the need for commitment, trust, and love in meaningful relationship[s which may manifest themselves in a variety of forms, including marriage
- Recognise the stages of emotions in relation to loss and change caused by divorce, separation, and new family member and how to manage their feelings positively

Students will know and understand:

- That fertilisation in humans is the fusion of a male and female cell
- The physical and emotional changes that take place during adolescence
- About the human reproduction system, including the menstrual cycle and fertilisation
- How the growth and reproduction of bacteria and the replication of viruses can affect health
- How the media influence understanding and attitudes towards sexual health
- The law relating to sexual behaviour of young people
- The sources of advice and support
- About when and where to get help, such as at a genito-urinary medicine clinic

Students will have considered:

- The benefits of sexual behaviour within a committed relationship
- How they see themselves affects their self-confidence and behaviour
- The importance of respecting difference in relation to gender and sexuality
- How it feels to be different and discriminated against
- What rights and responsibility mean in relationships

By the end of Key Stage 4 –

Students will be able to:

- Recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek professional health advice
- Manage emotions associated with changing relationships with parents/carers and friend
- See both sides of an argument and express and justify a personal opinion
- Have the determination to stand up for their beliefs and values
- Make informed choices about the pattern of their lifestyle which promote well-being
- Have the confidence to assert themselves and challenge offending behaviour
- Develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feeling within close relationships
- Work co-operatively with a range of people who are different from themselves

Students will know and understand:

- How HIV and other sexually transmitted infections affect the body
- The risks of early sexual activity and the links with the use of alcohol
- How the different forms of contraception work and where to get advice
- The law in relation to sexual activity for young people and adults
- How their own identity is influenced by both their personal values and those of their family and society
- How to respond appropriately within a range of social relationships
- The qualities of good parenting and its value to a family
- The benefits of marriage or a stable partnership in bringing up children
- The way different forms of relationship including marriage depend for their success on maturity and commitment

Students will have considered:

- Their developing sense of sexual identity and feel confident and comfortable with it
- How personal, family, and social values influence behaviour
- The arguments around moral issues such as abortion, contraception, and the age of consent
- The individual contributions made by partners in a sustained relationship and how these can be of joy or benefit to both
- The consequences of close relationships including having children and how this will create family ties which impact on their lives and those of others

The school's programme of SRE is supported by the relevant content of the National Curriculum in Science;

Key Stage 3

- That fertilisation in humans is the fusion of a male and a female cell
- About physical and emotional changes that take place during adolescence
- About the human reproductive system, including the menstrual cycle and fertilisation
- How the foetus develops in the uterus
- How the growth and reproduction of bacteria and the replication of viruses can affect health
- Sexually transmitted diseases

Key Stage 4

- the way in which hormonal control occurs, including the effects of sex hormones
- some medical uses of hormones, including the control and promotion of fertility
- the defence mechanism of the body
- how sex is determined in humans
- sexually transmitted diseases and contraception