



SEX AND RELATIONSHIP EDUCATION POLICY

The Sex and Relationship Education programme is based upon the following statutory requirements:

“Secondary schools must provide sex education for their pupils. It must include teaching about AIDS, HIV and other sexually transmitted infections and to be given in such a way as to encourage pupils to have due regard to moral considerations and the value of family life. The detailed content and nature of sex education is for schools to decide. Parents can choose to withdraw their children from all or part of sex education.” (DfES and QCA Handbook “The National Curriculum” 1999)

This policy has been drawn up after consultation with Governors, Teachers, Parents and pupils and was presented to the governing body in the summer of 2005 and approved again in 2007.

Definition of Sex and Relationship Education

Sex and Relationship Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It has three main elements:

- Attitudes and values
- Personal and social skills
- Knowledge and understanding

and is firmly rooted in the framework for PSHE.

The aim of Sex and Relationship Education therefore is

To help and support young people through their physical, emotional and moral development and to learn to respect themselves and others and move with confidence from childhood through adolescence to adulthood

and its objectives are those found in the PSHE Framework, (see Appendix 1)

How Sex and Relationship Education is provided and who is responsible for providing it

Sex and Relationship Education is enhanced by the supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure environment. It is taught within the PSHE Framework (see above) which is taught by tutors one lesson per two-week cycle, or “theme” days. It is delivered by appropriately trained and experienced teachers, who will have due regard to issues such as, the use of appropriate materials considering the age and cultural background of the young people concerned, the qualities of a positive relationship (e.g. love and care and the responsibilities of parenthood), involving boys as

much as girls, building self-esteem, the taking on of responsibility and the consequences of actions in relation to sexual activity, the provision of relevant information and where to access advice, how decision making is influenced by peers and risk-taking behaviour (e.g. drug taking and alcohol) and making clear the arguments for delaying sexual activity.

Schemes of Work Y7 – Y11 – see Appendix 2

SRE is for all young people in the school. It is therefore important to be sensitive regarding issues to do with home circumstances. Lessons will be structured to engage boys as well as girls, be culturally aware and ensure that young people with special educational needs are properly included in SRE. Teachers will deal honestly and sensitively with sexual orientation, and answer appropriate questions and offer support.

Specific issues

Sensitive issues will be dealt with by ensuring that teachers are appropriately trained and supported in the classroom. These issues include:

- a. preparing both boys and girls for puberty,
- b. preparing girls for menstruation (and the school arrangements),
- c. enabling access to, and precise information about, confidential contraceptive information, advice and services,
- d. making young people aware of the moral and personal dilemmas involved in abortion and know how to access a relevant agency if necessary,
- e. making young people aware of the risks of STIs including HIV and know about prevention, diagnosis and treatment,
- f. making young people aware of what is meant by “safer sex”, why it is important and also how to negotiate it with a partner.

Teaching strategies

In order to build the confidence needed to interact within the PSHE lessons appropriate ground rules will be established. Distancing techniques, where embarrassment can be avoided, will be used (e.g. role-play to act out situations, case studies with invented characters, appropriate videos etc.) Ground rules may also be valuable when dealing with personal or awkward questions. The opportunity for reflection about the issues covered in SRE lessons will be built in as this is crucial for learning. Any concerns that a child may be at risk of sexual abuse will be followed up by using the school’s Child Protection procedures.

Working with parents

Regular consultation with parents will ensure appropriate SRE provision for their children: a programme that complements and supports their role as parents. However parents have the right to withdraw their children from all or part of the SRE provided at the school except those parts that are included in the National Curriculum. In the case of a request to withdraw a child the Head of PSHE will invite the parent(s) to talk through any concerns and allay any misgivings. If a parent does want to withdraw their child from SRE appropriate alternative arrangements will be made.

Working with Health Professionals and other visitors

The school will work closely with health professionals and others to develop and implement the school's SRE programme. Although health professionals are bound by their professional codes of conduct to maintain confidentiality, when working in the classroom situation, they are also bound by relevant school policies. Prior consultation with the Head of PSHE will ensure that inappropriate personal disclosures to health professional visitors are prevented by negotiating ground rules and using distancing techniques.

Confidentiality

Ground rules within each class will be produced and agreed after discussion to ensure that a safe environment is established which will permit young people to contribute freely to discussions. However it will be stressed that teachers cannot offer or guarantee absolute confidentiality. Young people will be made aware of the law in relation to sexual activity and local confidential services. However, should a teacher learn that an under 16 year old is having, or contemplating having sexual intercourse the school will ensure that:

- 1 wherever possible the young person is persuaded to talk to their parent or carer;
- 2 any child protection issues are addressed (see the child protection policy and guidance)
- 3 that the young person has been adequately counselled and informed about contraception, including precise information about where young people can access contraception and advice services.

How SRE is monitored and evaluated

There will be on-going evaluation and monitoring of the SRE programme. This will be carried out by the Head of PSHE in consultation with the attached governor, parent governors and department staff. Other parents and pupils will be consulted on issues as appropriate.

Review

This policy will be reviewed within two years of its approval by the Governing Body.

Appendix I

Key Stage 3

1. "Pupils learn about themselves as growing and changing individuals... They continue to develop and maintain a healthy lifestyle, coping well with their changing bodies and feelings. They also learn to cope with changing relationships and understand how these can affect their health and well-being".

2. Pupils should be taught:

- a) to recognise the physical and emotional changes that take place at puberty and how to manage these changes in a positive way
- b) how to keep healthy and what influences health
- e) in a context of the importance of relationships, about human reproduction, contraception, sexually transmitted infections, HIV and high- risk behaviours including early sexual activity
- f) to recognise and manage risk and make safer choices about healthy lifestyles

3. Pupils should be taught:

- c) about the nature of friendship and how to make and keep friends
- e) the changing nature of, and pressure on, relationships with friends and family, and when and how to seek help
- f) about the role and importance of marriage in family relationships
- i) to negotiate within relationships, recognising that actions have consequences, and when and how to make compromises
- j) to resist pressure to do wrong,

Key Stage 4

1. "Pupils develop their ability to weigh up alternative courses of action for health and well-being... clarifying their opinions and attitudes in discussions with their peers and informed adults and considering the consequences of their decisions".

2. Pupils should be taught:

- a) to think about the alternatives and long- and short-term consequences when making decisions about health
- b) to use assertiveness skills to resist unhelpful pressure
- e) about the health risks of ... early sexual activity and pregnancy
- f) 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
- g) to seek professional advice confidently and find information about health

3. Pupils should be taught:

- b) to be aware of exploitation in relationships
- e) to be able to talk about relationships and feelings
- g) about the nature of and importance of marriage for family life and bringing up children
- h) about the role and responsibilities of a parent, and the qualities of good parenting and its value to family life
- j) to know about the statutory and voluntary organisations that support relationships in crisis