



SEX AND RELATIONSHIP POLICY

Updated: December 2016
Next Review December 2019

This Policy is founded within our School ethos which provides a caring, friendly and safe environment for all members of our community.

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1.0 AIMS AND OBJECTIVES

- 1.1 To encourage the acquisition of skills and attitudes that allow students to manage their relationships in a responsible and healthy manner, appreciate the value of stable family life and to provide them with parenting skills for later in life whilst being mindful of the range of situations of students and so as not to undermine confidence or imply criticism.
- 1.2 To help students to acquire a knowledge and understanding of the physical and emotional challenges of growing up.
- 1.3 To present facts in an objective, balanced and sensitive manner so as to enable students to comprehend the range of sexual attitudes and behaviour in present day society.
- 1.4 To give students a chance to consider their own attitudes and to encourage them to make informed, reasoned and responsible decisions about the attitudes they will adopt both whilst they are at school and in adult life.
- 1.5 To encourage students to consider the importance of self-respect and respect for others and recognise that both sexes should behave responsibly in sexual matters.
- 1.6 To ensure that students understand those aspects of the law which relate to sexual activity.
- 1.7 To help students to recognise the physical, emotional and moral consequences of their choices.

2.0 MORAL AND VALUES FRAMEWORK

To encourage good relationships between students, parents, staff and the community based on respect, care and tolerance.

- 2..1 To promote self-confidence and self-discipline by developing lively, enquiring minds, the ability to question and argue rationally.
- 2..2 To enable students to resist the social and commercial pressures to conform behaviourally through development of an informed opinion and sense of self-worth.
- 2..3 To engender awareness and respect for religious, cultural and moral values through a curriculum which, in its content and emphasis, reflects the wide range of cultures, histories and life styles in our multi-ethnic and multi faith society.

3.0 CONTENTS OF THE SEX AND RELATIONSHIP PROGRAMME OF STUDY

- 3.1 Understand the biological development, functions of the human body and aspects of reproduction.

- 3.2 Recognise the importance of personal choice in managing relationships so that they do not present risks, e.g. to health, personal safety.
- 3.3 Understand the responsibilities and roles of family life.
- 3.4 Understand that organisms can be transmitted in many ways, in some cases sexually.
- 3.5 To have a clear idea about how HIV/ Aids and other Sexually Transmitted Infections can be transmitted in homosexual and heterosexual relationships.
- 3.6 Recognise and be able to discuss sensitive and controversial issues such as conception, birth, STIs including HIV/AIDS, Teenage Pregnancy, child-rearing, abortion, Female Genital Mutilation, Child Sexual Exploitation and technological developments which involve consideration of attitudes, values, beliefs and morality.
- 3.7 Discuss moral values and explore those held by different cultures and groups.
- 3.8 Understand the concept of stereotyping and identify its various forms.
- 3.9 Be aware of the range of sexual attitudes and behaviours in present day society.
- 3.10 Understand that people have the right not to be sexually active; recognise that parenthood is a matter of choice; know in broad outline the biological and social factors which influence sexual behaviour and their consequences.
- 3.11 Develop assertiveness and decision making skills.
- 3.12 Understand aspects of Britain's legislation relating to sexual behaviour.
- 3.13 Learn about contraception and the reasons, including medical and health reasons, for having protected sex.
- 3.14 Understand how to access confidential sexual health advice, support and, if necessary, treatment.
- 3.15 Be aware that feeling positive about sexuality and sexual activity is important in relationships; understand the changing nature of sexuality over time and its impact on life styles, e.g. the menopause.
- 3.16 Be aware of the range of possible partnerships, marriage and divorce and the impact of loss, separation and bereavement.
- 3.17 Be able to discuss issues such as sexual harassment and sexual bullying in terms of their effects on individuals.

4.0 DELIVERY

- 4.1 SRE is delivered, in the main, through PSHCE, RE and Science lessons, by teachers who are acutely aware of the need for sensitivity. Great care is taken to engender a respect for different attitudes and values with regard to religious and cultural issues.

- 4.2 On occasions, it may be the case that sexual issues are implicit in other areas of the curriculum e.g. English set texts. Where this is the case, the school seeks to deal with such matters in a responsible, sensitive manner.

5.0 TEACHING APPROACHES

A variety of teaching and learning styles is used to give students relevant information; to enable moral issues to be explored through discussion and to enable students to acquire appropriate skills. Students are usually taught in mixed ability and mixed gender groups, however for some topics single sex groups may be taught.

6.0 PARENTAL PARTNERSHIP

Under the Education Act of 1993, parents have the right to withdraw their children from all or part of the PSHCE Sex and Relationship Education Programme. Parents wishing to exercise this right must put their request in writing to the Headteacher. Students who are withdrawn are set an independent research project to complete e.g. The emotional and financial impact of teenage pregnancy. Parents do not have the right to withdraw their children from the biological aspects of human growth and reproduction which is requirement under National Curriculum Science.

Should students who have been withdrawn from the programme subsequently ask questions, these will be answered by staff with honesty and sensitivity.

7.0 EQUAL OPPORTUNITIES

In the context of the School's Equalities Duty, Sex and Relationship Education will foster self-esteem and self-worth in the learning environment through the demonstration of equal opportunities: that is a recognition, respect and celebration of difference. The learning experience will be made relevant and accessible to all young people within the school including those with a physical or sensory disability; those who are early stage bilingual learners; those with special educational needs.

This will be achieved through strategies which will include:

- Specialist lessons, where appropriate, for deaf and hearing impaired students in the Hearing Impaired Department
- Signed support in all PSHCE lessons, as appropriate
- Tutor group delivery by the Tutor who will have training
- Single Sex groups when appropriate as deemed by the Learning Coordinator and agreed by the SALT Line Manager for PSHCE
- Materials adapted for the sight impaired
- Differentiation of materials and schemes of work
- Review of materials for positive images relating to physical disability.

8.0 ORGANISATION OF SEX AND RELATIONSHIP EDUCATION PROGRAMME

8.1 DELIVERY

- School Co-ordinator: Margot Currie

- Programme prepared and coordinated by Learning Coordinators
- Taught by Tutors in Tutor Groups via the PSHCE Education Programme and, in part, via National Curriculum Science

8.2 CHILD SEX ABUSE PROCEDURE

Every member of Staff has received Child Protection training, has a copy of the School's Child Protection Policy and is guided by it.

8.3 BULLYING PROCEDURE

See separate Policy.

8.4 CHILD WITHDRAWAL PROCEDURE

- Parents / Carers wishing to withdraw their children from Sex and Relationship Education lessons will be asked to make the request in writing to the Headteacher
- Parents / Carers will be invited to a meeting with the SALT lead for further discussion about the purpose and scope of the SRE curriculum.
- If withdrawal is agreed, SRE will become the responsibility of the parent / carer
- Parents will be supported in teaching sex education at home, if they so desire
- Students who are withdrawn will be given an alternative, supervised venue for private study for the duration of the SRE Programme of study

8.5 COMPLAINTS PROCEDURE

Complaints should be made in writing to the Headteacher giving details of the difficulty. Those concerned will then be invited to the School for discussion in order to address the issue. Feedback will be given in this connection and the information will be used to inform future practice.

8.6 PROCEDURE FOR THE INVOLVEMENT OF HEALTH PROFESSIONALS AND VISITORS

The following steps will be undertaken:

- Approval by Assistant Headteacher with oversight of Sex and Relationship Education
- Letter home to Parents where appropriate
- Our Policy and materials sent to the Health Professional or visitor to provide context
- Details of proposed input received from the Health Professional or Visitor and reviewed for suitability
- A teacher will always remain present with the class whilst a visit takes place and will intervene if it should become apparent that the presentation may conflict with the school's Sex and Relationship Education Policy

9.0 SPECIFIC ISSUES STATEMENTS

9.1 CONTRACEPTION

- Individuals asking specific questions about contraception can be given general information and be informed where advice is available to them, i.e. parents, their General Practitioner, local NHS facilities, the NSPCC

- Teachers who feel that a student may be at risk will refer to the Designated Safeguarding Lead who will support the needs of the individual and refer to Social Care as required

9.2 CONFIDENTIALITY

Students must feel able to approach teachers on confidential issues however; all staff must understand their legal responsibility to follow the school's referral procedures.

10.0 DISSEMINATION OF THE SCHOOL'S SEX EDUCATION POLICY

The School's Sex Education Policy will be disseminated through the following channels:

Governing Body
Staff Shared Area
School Website