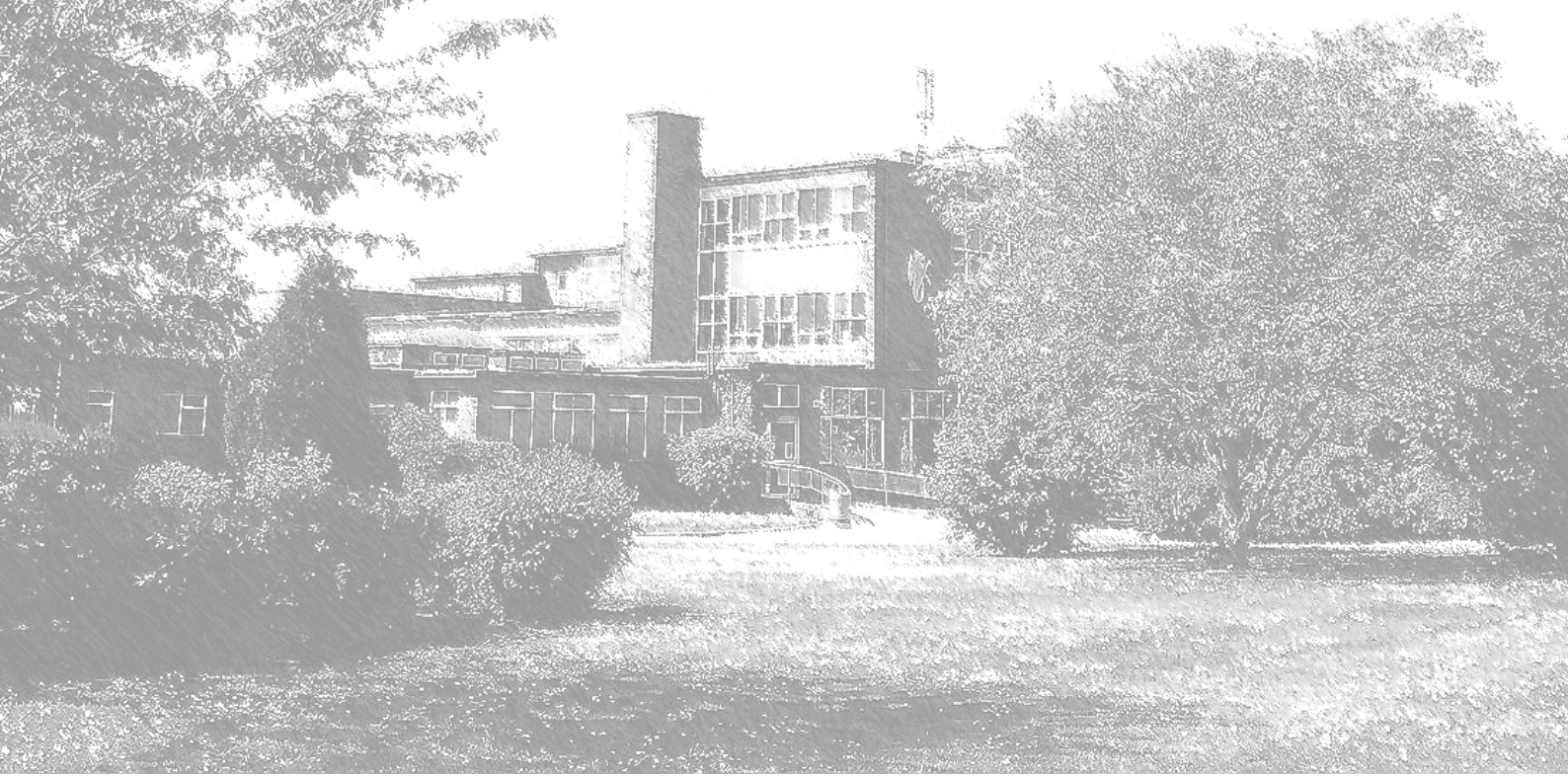




Sex and
Relationship
Education
Policy

July

2017



AIMS

We seek to fulfil the needs of learners in a caring, happy environment, enabling them to realise their true potential as young people and citizens.

We aim to enable our learners to:-

PREPARE for adult life in a happy, caring and purposeful environment

ACHIEVE their full potential regardless of individual need

CCARE for everyone and encourage respect and tolerance

ENJOY education and rejoice in success



Moving Forward Together

Rationale

Relationship and sex 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.

Effective relationship and sex education is essential if young people are to make responsible and well informed decisions about their lives. Our programme will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

All young people are entitled to receive relationship and sex education and the work specified within the science orders will be delivered within the science curriculum. Both teams will liaise in order to ensure coherence and complementary practice.

Young people will be consulted before the programme begins in order to ascertain their needs and they will be involved in evaluating each lesson and the overall programme.

The school will ensure a coherent and developmental approach, which will contribute to and build on the work already undertaken in primary schools.

Aims

The Relationship and Sex education within the school aims to provide opportunities for pupils to develop the skills, knowledge and understanding pupils need to lead confident, healthy, independent lives, and become informed and active citizens. We aim to deliver the work in an accepting and honest way which enables young people, whatever their gender and/or sexuality to contribute.

Objectives

The objective of the Relationship and Sex education is to help and support young people through their physical, emotional and moral development. The programme followed will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. Objectives include:

- To develop the skills and understanding they need to live confident, healthy and independent lives.
- To complement other aspects of the curriculum and school life, in helping pupils deal with difficult moral and social questions.
- To develop pupils' confidence and self esteem
- To develop pupils' knowledge about healthier and safer lifestyles in order that they are able to make informed decisions
- To develop pupils' knowledge and understanding about the services that are available
- To provide opportunities for young people to develop effective fulfilling relationships
- To provide opportunities for young people to develop an understanding of and respect for difference
- To enable young people to develop the skills necessary to protect themselves from exploitation
- To enable young people to develop the ability to understand the consequences of their decisions and actions
- To promote the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life.

Moral and Values Framework

While promoting key values, we will ensure that pupils are offered a balanced programme by providing a range of viewpoints on issues which will enable our pupils to make informed decisions. Teachers will follow guidance on how to deal with sensitive issues and ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals. This should include clear, impartial scientific information as well as covering aspects of the law related to specific areas of the curriculum such as the age of consent and abortion and cover the concept of equality.

The Relationship and Sex education programme will reflect the school ethos and comply with statutory guidance which refers to schools teaching about '*the importance of stable relationships*', '*marriage*', and '*family life*'

Our programme will promote:

Attitudes and values

- the importance of values and individual conscience and moral considerations
- the value of family life, marriage, and stable and loving relationships for the nurture of children;
- the value of respect, equality, love and care;
- explore moral dilemmas
- developing critical thinking as part of decision-making.

Personal and social skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- learning how to recognise and avoid exploitation and abuse.

Knowledge and understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and
- the avoidance of unplanned pregnancy.

Intended learning outcomes

The learning outcomes of our programme will be that pupils will:

- To develop skills to enable pupils to understand difference and respect themselves and others and for the purpose also of preventing and removing prejudice
- pupils should learn the significance of marriage and stable relationships as key building blocks of community and society.
- Know and understand the physical and emotional changes which occur during adolescence and gain awareness of female genital mutilation
- Be able to use skills to negotiate and make important decisions about their lives.
- Understand they have the right to say no
- Understand they have a responsibility to themselves and others

The intended curriculum for pupils in key stage 3 and 4 will cover:

- how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
- Understanding human sexuality, the reasons for delaying sexual activity and the benefits to be gained from such delay, and about obtaining appropriate advice on sexual health.
- how to recognise and manage emotions within a range of relationships
- how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters
- about the concept of **consent** in a variety of contexts (including in sexual relationships)
- The significance of marriage and stable relationships as key building blocks of community and society.
- about managing loss including bereavement, separation and divorce
- to respect equality and be a productive member of a diverse community
- how to identify and access appropriate advice and support.

Delivery

Relationship and sex education will be firmly rooted in the framework for PSHE.

The relationship and sex education programme will be led by the Head of PSHE who will support a team of teachers. Training will be provided through inset by the PSHE lead.

The delivery will be supported by the school's learning mentor who will assist in the delivery of lessons when appropriate

The work in this area of the curriculum should be delivered within the aims and objectives stated above and delivered through a range of teaching methods including inter-active methods e.g. group work, role-play and discussions. The use of worksheets except to reinforce learning or test knowledge is not encouraged.

The pupils questions will be answered honestly and openly when appropriate, taking into account their prior learning and readiness. We will allow pupils to raise anonymous questions by the use of a question box where pupils who are not comfortable raising questions in an open setting may ask questions to be responded at a later date.

If we have any reason to believe a pupil is at risk, we are required to report the information to a member of the child protection team within school who will take appropriate action.

The work will be delivered in mixed sex groups.

Answering Difficult Questions

Teachers will establish with the young people a set of ground rules so that young people are aware of the parameters. For example: -

- If a question is too personal, remind the young person about the ground rules.
- If the young person needs further support, refer them to the school health advisor, school counsellor, helpline or an outside agency or service.
- If a question is felt to be too explicit, acknowledge it and meet with the young person later.
- If the answer to a question is not known – say so. The class and teacher can research the information together.
- Any concerns about sexual abuse should be followed up under the child protection procedures.

Assessment

We will assess pupil's learning by a variety of different methods. Pupils will complete a baseline assessment at the start of the unit and will revisit at the end to show progress in their learning. Pupils will also complete an extended piece of writing at the end of the relationship and sex education unit in Years 7-11. Pupils will self - assess their learning through the completion of a progress sheet which outlines the learning outcomes for each lesson.

Procedures for Policy Monitoring and Evaluation

Young People and staff will be consulted about the content and delivery of the relationship and sex programme through baseline assessment methods to establish pupil's different starting points. This will inform any further changes to curriculum content and policy development. The overall responsibility for policy monitoring and evaluation remains with the Governing Body.

Equality

The school will strive to do the best for all of its pupils, irrespective of disability, educational needs, race nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children.

The school will respect how pupils choose to identify themselves and our relationship and sex education must be sensitive to the different needs of individual pupils and may need to evolve and adapt over time as the pupil population changes.

Lessons will help our young people to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours, use of prejudice-based language and how to respond and ask for help.

We will assess the needs of different pupils by working with parents, the pastoral team and the learning mentor.

To ensure equality a bespoke relationship and sex programme is available for pupils with social and communication needs.

Dissemination of Policy

This Policy will be available on the school website.

Working with Parents

The School is committed to working with parents as part of its work towards being a healthy school. Parents can under section 405 of the Education Act 1996 withdraw their child from sex and relationship education lessons.

We will communicate to parents about their right to withdraw their children from relationship and sex education lessons by e mail and in the school induction booklet

If any parent of any pupil requests that she/he may be wholly or partly excused from receiving sex education at the school, the pupils shall **except** in so far as the education is compromised in the National Curriculum be so excused accordingly until the request is withdrawn.

Parents wanting to exercise this right are invited to see the Head of PSHCE who will explore their concerns and discuss any impact that such action may have on the child, including the possible negative experiences or feelings that may result.

We will offer support by informing parents of our policy and curriculum content through our website and will notify parents when particular aspects of relationship and sex education will be taught through our e bulletin.

If a parent requests that their child be removed from 'sex education', the school will provide support through individual work with our school mentor.

Young People who are absent from school during relationship and sex education will receive such education during the following year's work, when the topics will be revisited and expanded on.

How will the SRE policy links to other school policies and subjects on the curriculum?

This policy complements the policies on anti – bullying, safeguarding, and confidentiality. Learning about relationships and sex in PSHE classes will link to and complement learning in Science, Citizenship and RE.

Child Protection

The School has a Child Protection Policy, which is available on request.

Confidentiality

It is the responsibility of the school to support young people but no individual should guarantee a child absolute confidentiality.

Young People should be made aware that 'confidences' may be shared among the staff of the school if that is seen to be beneficial for the young person's well being and/or the teacher's ability to deal with the issue. Young people should be made aware that under the

Children Act 1989, adults may do what is reasonable in all the circumstances of the case for the purpose of safeguarding or promoting the child's welfare.

The Use of Visitors

The school will follow the LEA policy as outlined in 'The Use of Visitors' in the Guidance for Schools on Drug Education.

The LEA expects that visitors would only be used as **part** of an on-going process in which the expertise of visitors is used to enhance and support teacher skills. Visitors should not be used as a replacement for the teacher – research shows that the teacher is the most effective person to deliver relationship and sex education – they have on-going relationships with the young people.

Guidelines on how to support pregnant pupils in school

The responsibilities of the LEA

- LEA's have a duty to provide suitable education for all pupils for whom they are responsible, including pupils of compulsory school age who become parents.' Suitable education' must meet the particular needs of the pupil, their parents or carers and their school must be consulted to secure a package which is suitable to their age, ability, aptitude and individual needs, including any special educational needs they may have.
- Pupils with statements who become pregnant will be treated in the same way as other girls under the LEA's teenage pregnancy strategy
- A member of the Education Welfare Service should be nominated to be responsible for teenage pregnancy.
- It is the responsibility of the LEA to collect data on the attainment of teenage parents attending school. Their transition to further education or employment should also be monitored and recorded.
- LEA's have a duty to provide 'suitable' education to pupils who are unable to attend school. For pregnant teenagers or those who are mothers, the young woman's school will oversee her education, including setting and marking the work while she is away. The LEA may find a place at a pupil referral unit or other educational centre during periods of absence from school, or choose to provide home tuition. Decisions will be taken in the light of individual needs.
- If a young woman is off school with a pregnancy related illness, the DfEE Circular 10/94 on the education of sick children applies. Reintegration officers, the Connexions Service and Sure Start Plus personal advisers will provide a route for re-engaging young mothers who have dropped out of the system altogether.

Responsibilities of the school

The school aims to provide an encouraging, friendly environment to ensure that a pupil's future career and personal development opportunities are not compromised by a young pregnancy.

- Pregnancy is **not** a reason for exclusion from school. Health and safety is not a reason to prevent a pregnant pupil attending school. The school aims to keep the pregnant pupil or

school age mother in learning. The pupil will be kept on roll, even if she may not attend or a period of time. Should the headteacher consider the school is no longer a suitable environment for the education of that young person, the pupil, her parents, the LEA and the pupil's Connexions or Sure Start Plus personal adviser should be involved in deciding the most suitable provision for that young person

If the school becomes aware that a pupil is pregnant:

- Teachers should ensure that they act consistently with the **confidentiality policy**

The school's confidentiality policy informs pupils that the school **cannot guarantee unconditional confidentiality**, and pupils will be informed if knowledge is to be shared and who will be in receipt of such knowledge.

If a pupil or their friend informs you that they may be pregnant, the case must be judged individually.

- A pupil should receive full information about services in her local area, should know how to access them and have the opportunity to talk through the options available to her.
- In case where the pupil decides to continue with her pregnancy, the pupil will be advised to inform the headteacher and the nominated LEA officer so that arrangements can be made for her continuing education
- The headteacher will respect the young woman's wishes on confidentiality, in line with school policy. The headteacher will make sure that the pregnancy is dealt with sensitively by teachers and pupils within the school.
- A member of school staff will assist the young woman to take responsibility for her continuing education. The nominated member of staff is not obliged to tell the pregnant pupil's parents or carers unless required to do so by school policy, but they will take steps to **encourage the young woman to talk to her parents or carers.**
- In the case of a young woman under the age of 16, if a teacher believes there is a child protection issue, they should liaise with the school's designated teacher for child protection. If confidentiality has to be broken, the pupil will be informed first.
- If the father attends school, he will be included in the arrangements as appropriate.

Parental duties

Parents of teenage parents are obliged to ensure that their child attend the education provision made by the LEA

