



## **SEX AND RELATIONSHIP EDUCATION POLICY**

### **Introduction**

As Parkfield School is not due to open until September 2013 full consultation with respect to this policy has yet to be completed. The following groups will be consulted in relation to this policy:

- Students via the School Council
- Parents / Carers
- Staff
- Wider school community e.g. school nurse
- School Governors

This policy outlined below was developed in response to Sex and Relationship Education Guidance DfES 0116/2000 the National Teenage Pregnancy Strategy and National Healthy Schools Programme.

### **What Is Sex and Relationship Education?**

SRE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. It enhances the self-worth and confidence of each individual and encourages mutually respectful relationships and empathy for others.

### **Principles and Values**

Parkfield School believes that SRE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life
- Be an entitlement for all young people
- Teach about relationships, love and care and the responsibilities of parenthood
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches
- Encourage students and teachers to share and respect each other's views, being aware of different approaches to sexual orientation. The important values are love, respect and care for each other
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers

## **Sex and Relationship Education in this school has three main elements:**

### **Attitudes and Values**

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, marriage and civil partnerships;
- learning about the nurture of children;
- learning the value of respect for self and others, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making;
- challenging myths, misconceptions and false assumptions about normal behaviour.

### **Personal and Social Skills**

- learning to manage emotions and relationships confidently and sensitively;
- developing self-confidence, self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- managing emotions and relationships confidently and sensitively;
- skills of choice to manage responsibility;
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter).

### **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 about the legal position with regard to sexual activity, the reasons for delaying such activity, and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy;
- keeping safe from sexually transmitted diseases (STI's);
- where professional help can be obtained.

### **Aims**

To assist children and young people to prepare for adult life by supporting them through their physical, emotional and moral development and helping them to understand themselves, respect others and form and sustain healthy relationships. The SRE programme will provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. SRE at Parkfield is inclusive of all students to ensure that they:

- Receive their sex education in the wider context of relationships
- Are prepared for the opportunities, responsibilities and experiences of life
- Develop positive attitudes to sexuality

Our SRE programme aims to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- communicate effectively by developing appropriate terminology for sex and relationship issues.
- develop awareness of their sexuality and understand human sexuality; challenge sexism, homophobia and prejudice, and promote equality and diversity
- understand the arguments for delaying sexual activity.

- understand the reasons for having protected sex.
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- know how the law applies to sexual relationships.

## **Organisation and Content of Sex and Relationship Education**

The Lead Teacher for Personal, Health, Social and Citizenship Education (PHSCE) will coordinate a team of staff to deliver Sex and Relationship Education through the PSHCE Programme and will arrange and provide appropriate training for staff. Teachers generally deliver the PSHCE Curriculum with support from professionals where appropriate. In addition SRE is also delivered during science and R.E. lessons.

Where issues relate to a whole year group they may also be the subject of assemblies. SRE lessons are set within the wider context of the PSHCE curriculum and focus more on the emotional aspects of development and relationships. At Primary level SRE is normally delivered by the class teacher. At Secondary level the IB Science Curriculum is delivered by staff in the science department. These lessons are concerned with the physical aspects of development and reproduction and genetics although the importance of relationships is not forgotten.

Aspects of SRE appear in the PSHCE Programme in every year. Any SRE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time. Assessment is carried out at the end of every module and involves teacher, student and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

## **Curriculum**

The Sex and Relationships Education programme will include the following topics within each year group:

### **EYFS**

In the Early Years Foundation Stage, pupils are taught elements of SRE relevant to their age and maturity and linked to the EYFS Early Learning Goals.

### **KS1 and KS2**

At Key Stages 1 and 2 the following topics are taught through the Science and PSHCE curriculum programmes.

- Body Parts (KS1 & 2)
- Emotions and Feelings (KS1 & 2)
- Friendships and Relationships (KS1 & 2)
- Families and Parenting (KS1 & 2)
- Growth, Development and the onset of Puberty (KS2)
- Periods (KS2)
- Pregnancy, Birth and Babies (KS1 & 2)
- Rights and Responsibilities (KS2)
- Safety (KS1 & 2)
- Self-Esteem (KS1 & 2)
- Sexual Language (KS2) including correct vocabulary and an acknowledgement of slang words
- Stereotypes (KS1 & 2)
- Who can help? (KS1 & 2)

### **Year 7**

- The biology of reproductive organs
- Changes that occur at puberty, emotional changes that accompany the physical changes
- Fertilization, pregnancy and foetal development and birth
- Personal hygiene

### **Year 8**

- Reproduction including variation, inheritance and evolution
- Relationships, the family, sexual relationships, legal implications and the practice of safe sex

### **Year 9**

- Contraception and sexual relationships
- Sexually transmitted infections

### **Year 10**

- Abortion and the termination of pregnancy; the ethics surrounding these issues

### **Year 11**

- Testicular cancer, ovarian cancer, cervical cancer and breast cancer and the importance of checking and health screening

### **Sixth Form**

- Sexuality and family life. The issues involved in parenthood. The ethics of sexual behaviour and pornography

### **Ethnic and Cultural Groups**

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

### **Students with Special Needs**

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

### **Gender Identity and Sexual Orientation**

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

### **Confidentiality, Controversial and Sensitive Issues**

Teachers should not offer unconditional confidentiality. They should follow the guidelines set out within the Safeguarding and Child Protection Policy and the Confidentiality Policy. Child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection. In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:

Designated teachers may provide information about contraception but not personal advice. It is important to realise that giving students advice on their personal sexual behaviour may not be appropriate in the view of the DfE. Teachers may, however, encourage individual students to seek professional health advice when appropriate.

On the specific question of the provision of contraceptive advice, the general rule must be that giving an individual student advice on such matters without parental knowledge or consent, would be deemed an inappropriate exercise of a teacher's professional responsibilities

- the young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first. Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

### **General Guidance for teachers**

- a) Teachers must always remember that children will respond to the subject of sex education in varying ways. Teaching methods need to take account of the developmental differences of pupils.
- b) Teachers and all those contributing to Relationship and Sex Education will work to the framework set out in this policy.
- c) A set of ground rules will help teachers create a safe environment in which neither they themselves nor the pupils feel embarrassed or anxious. For example:-
  - no-one will have to answer a personal question
  - no-one will be forced to take part in a discussion
  - only the correct names for body parts will be used
  - meanings of words will be explained in a sensible and factual way
- d) Questions should be answered simply but frankly having set clear parameters of what is appropriate and inappropriate in a whole class setting. By suitable questioning it is possible to discover just how much information pupils are ready to understand or absorb.
- e) If a question is too explicit or is inappropriate, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.

### **Monitoring and Evaluation of Sex and Relationship Education**

It is the responsibility of the PSHCE Co-ordinator to oversee and organise the monitoring and evaluation of PSHCE, in the context of the overall school plans for monitoring the quality of teaching and learning. SRE lessons will be observed routinely and reported to SLT during line management meetings. The Governors Curriculum Committee is responsible for overseeing, reviewing and organising the revision of the Sex and Relationship Education Policy. Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's Sex and Relationship Education Policy, and on support and staff development, training and delivery.

## **Right of Withdrawal of Students from Sex and Relationship Education**

Some parents prefer to take the responsibility for aspects of this element of education. Under the Education Act 1993, parents have the right to withdraw their children from either part, or all, of the Sex and Relationships Education provided by the school. In order to exercise this right, and to make an informed decision about whether to withdraw their children, the list of the Sex and Relationships Education topics covered in all areas of the curriculum is available on the website for parents. This information will be provided in a newsletter to Parents / Carers.

Parents / Carers who wish to withdraw their children from all, or part, of the Sex and Relationships Education Programme, should inform the Principal of their decision. Parents / Carers are very welcome to meet members of staff to discuss their decision and to view materials about which they may be concerned, but they are under no legal obligation to do so. Students who are withdrawn from Sex and Relationship Education lessons will be provided with alternative work. The situation will be handled sensitively, in order to avoid embarrassment or comments from their peers.

Parents / Carers who are concerned will be given an opportunity to view materials used in Sex and Relationship Education lessons, and other subject areas where matters of a sensitive nature are addressed.