

## **Policy on Sex and Relationship Education**

### **College Governance Status**

This policy was re-issued in June 2014 and was adopted by the Governing Body. It will be reviewed whenever new guidance or legislation or every three years.

<b>Review dates</b>	<b>By Whom</b>	<b>Approval date</b>
May 2017	Staff and Governors	22 June 2017
May 2020		

**Signed by the Chair of Governors:**



### **Sex and Relationship Education**

This 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 is not about the promotion of sexual orientation or sexual activity.

It has three main elements:

1. Attitudes and values
2. Personal and social skills
3. Knowledge and understanding.

#### **1 Provision of Sex and Relationship Education**

Sex and Relationship Education forms part of the curriculum of all students at the College. This will be delivered through Science (where biological information about human sexual reproduction forms a compulsory part of the KS4 National Curriculum) and through the Personal Development Programme and Religious Studies, where wider matters of values, attitudes and relationships may be considered. Discussion and consideration of related matters may occur incidentally in other subjects in the curriculum. Where this happens, teachers will ensure that the principles of the Sex and Relationship Education Policy are applied. It is developed within all three key stages.

#### **2 Parental Consultation**

The College brochure informs prospective parents about the policy and invites them to contact the College if they wish to preview materials or discuss the work their children will be doing. It is hoped that all parents will support the way in which Sex and Relationship Education is delivered in the College and feel confident about their son/daughter's participation in lessons. If parents cannot, after discussion, support their child's participation in the lessons, the parent may request

that the student is withdrawn from elements in the Citizenship Programme, (but not in National Curriculum Science).

### 3 Aims of the programme

The Governors consider that the aims of a programme of Sex and Relationship Education should be to present facts in an objective and balanced manner so as to enable students to comprehend the range of sexual attitudes and behaviour in present day society, to know what is and what is not legal, to consider their own attitudes, and to make informed, reasoned and responsible decisions about the attitudes they will adopt both while they are at College and in adulthood. Teaching about the physical aspects of sexual behaviour should be set within a moral framework in which students are encouraged to consider the importance of self-restraint, dignity and respect for themselves and others, and helped to recognise the physical, emotional and moral risks of casual and promiscuous sexual behaviour. The College will seek to foster a recognition that both sexes should behave responsibly in sexual matters. Students will be encouraged to have regard for moral values and the value of family life. The programme of study will try to build students' self esteem and sense of self-worth. It will aim to help young people to respect themselves and others, and understand differences. Students will learn the significance of marriage and stable relationships as key building blocks of community and society, but will recognise that there are strong and mutually supportive relationships outside marriage. This area will be sensitive so as not to stigmatise children on the basis of their home circumstances.

### 4 Teaching Strategies

Sex and Relationship Education in the Personal Development Programme will be taught in group situations where teachers will encourage a mutually supportive atmosphere which will allow discussion to take place. Sex and Relationship Education will be set within a broader base of self-esteem and responsibility for the consequences of one's actions. Groups will normally be mixed. Where health professionals are involved in delivering specialised elements of Sex and Relationship Education, they will be familiar with the College's Sex and Relationship Education Policy, and will understand the place of their element of the programme within the overall structure.

### 5 Individual Counselling

When health professionals are in their professional role, such as a school nurse in a consultation with an individual pupil, they will follow their own professional codes of conduct. Governors recognise that teachers may be approached by students for personal advice on aspects of sexual behaviour; where this occurs they should, wherever possible, encourage the student to seek advice from his or her parent or guardian.

- Teachers cannot offer or guarantee students unconditional confidentiality.
- Teachers are not legally bound to inform parents or the headteacher of any disclosure unless the headteacher has specifically requested them to do so.
- Teachers should follow a set procedure if a child under the age of 16 is having, or contemplating having, sex.
- If sexual abuse is suspected, teachers should follow the College's child protection procedures.
- Health professionals are bound by their professional codes of conduct in a one-to-one situation with individual students, but in a classroom situation they should follow the College's confidentiality policy.

## 6 Teaching Staff

Governors recognise that tutors require training in Sex and Relationship Education if they have not undertaken such teaching before. They also recognise that the Principal needs to set in place strategies for assisting staff who are particularly reluctant to teach elements of the programme. Although all students are entitled to such education, unless their parents exercise the right to withdraw them from Sex and Relationship Education, there must be sensitivity towards the feelings of staff if good relations are not to be threatened. Teachers and other staff can use a range of strategies to help them including establishing ground rules, introducing 'distancing' techniques, making use of discussion and project learning, and encouraging reflection. The Governors commend the DfES 2000 booklet 'Sex and Relationship Education Guidance' to all staff, and endorse its recommendations and advice.

## 7 Content of the programme

Governors recognise that Sex and Relationship Education should not be treated as a 'one-off' event, but should be 'revisited' at different stages over the years. Liaison with partner schools is necessary in order to ensure continuity and progression in this area of the curriculum. Content in Years 10 and 11 is likely to include physical and emotional changes, relationships, human reproduction, parenting, contraception, sexually transmitted diseases, and the law relating to sexual matters. In Key Stage 3, the focus is on how our bodies change, supporting healthy relationships and where to get support and advice.

Sex and Relationship Education should prepare young people for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- Be aware of their sexuality and understand human sexuality.
- Understand the arguments for delaying sexual activity.
- Understand the reasons for having protected sex.
- Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- 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.
- Communicate effectively.
- Have sufficient information and skills to protect themselves and, where they have one, their partner, from unintended/unwanted conceptions and sexually transmitted infections, including HIV.
- Avoid being exploited or exploiting others.
- Avoid being pressured into unwanted or unprotected sex.
- Access confidential sexual health advice, support and, if necessary, treatment.
- Know how the law applies to sexual relationships.
- Develop positive, healthy relationships whilst on-line (see Child Protection Policy, Section D).