



SEX & RELATIONSHIP EDUCATION POLICY

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Governor Committee:	Curriculum & School Improvement
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SEX & RELATIONSHIP EDUCATION POLICY

Sex education is regarded at Mary Webb School and Science College as a positive opportunity for young people to understand and to be in control of their development and sexuality.

All staff are involved in the consultation process with key stage leaders. The policy is formulated from that consultation.

Aims and Objectives

In addition to the school's aims, the policy will include the principles that all young people are entitled to responsible and relevant sex education as a key element of PSHCE.

Sex and relationship education is provided in a way that encourages students to consider morals and the value of family life and that family life is a broad concept not just one model. It includes a variety of types of family structure and acceptance of different approaches.

Aims

- To promote understanding of sexual attitudes and behaviour;
- To assist the development of informed, reasoned and responsible decisions;
- To help develop self-esteem and self-confidence in young people as a foundation for responsible and caring relationships;
- To assist a positive and confident attitude about the physical, emotional and moral aspects of sexual maturity;
- To understand the arguments for delaying sexual activity;
- To know how the law applies to sexual relationships.

Objectives

- Knowledge of personal relationships;
- Inclusion of moral/family values, religious values, gender roles and stereotyping;
- Provision of opportunities for students to examine their own and others' attitudes towards sexual activity and related issues;
- To promote an awareness of peer pressure and encourage the development of assertiveness and confidence to cope with peer pressure;
- To develop other personal skills, eg listening, communication, empathy, consideration, self-esteem;
- To raise awareness of sources of help and to develop the skills to use them;
- To promote a partnership with parents and carers.

The content of the programme will be developed and monitored by the key stage leaders in discussion with the School Nurse and Alice Cruttwell, LA Advisor, who support the delivery of the sex education programme within the school.

The sex education programme is an integral part of the school's Personal, Social, Health and Citizenship Education (PSHCE) programme (Respect yourself resource Years 7 - 11 developed 2012).

In the development and formulation of the programme, reference is made to:

- The Education Act 1996, Section 404
- National Curriculum Guidance for Health Education
- National Curriculum Science
- Sex and Relationship Education Guidance 2000 Ref: 0116/20000

Due regard is also given to other areas of the curriculum in which topics from PSHCE occur. Staff are mindful of the need for reinforcement but not overkill and repetition.

In curriculum areas and tutorial programmes, content and methods are designed to be appropriate to the age and general development of students in the group and sensitive to religious beliefs and cultural practices.

Equal Opportunities

The sex education programme offers the students the opportunity to develop and clarify the attitudes and values in relation to gender roles, sexuality, stereotyping and to the concepts of masculinity and femininity.

The programme seeks to counteract assumptions in society, eg passivity of females, women as 'homemakers', men as 'breadwinners', men as 'aggressors'. It looks to the need for students to build self-esteem and develop decision-making skills. Open debate is encouraged by means of a friendly and caring environment.

All students have equal access to all aspects of the curriculum which is relevant to their individual needs.

Organisation

The programme is delivered through the PSHCE programme by key stage leaders, form tutors, the Youth Service, representatives from NHS, health professionals and specialist help from outside agencies. The organisation of groups is arranged by the teacher and/or specialist agency as appropriate to the topic and/or group and/or age of students. Regard is given to the fact that all students have sex education as a curriculum entitlement. Consultation also takes place with the science subject leader and the RE subject leader with reference to the issues which are addressed and delivered in these subject areas.

Resources are chosen by the key stage leaders and selection is done by way of consultation with outside agencies and staff.

"The teaching offered by the school aims to complement and support the role of parents/carers. It gives regard to the views of parents/carers."

(Governors Statement in ratifying the School Policy)

SRE has specific time allocated through the PSHCE curriculum in both KS3 and KS4. Curriculum days underpin this delivery with additional support from health professionals and the Youth Service, CHAT and the school nurse.

Sensitive Issues

Sensitive and controversial issues within sex education cannot be ignored. Such issues are presented in a broad and balanced way free from sensationalism and personal bias.

Topics such as contraception, abortion, homosexuality, homophobic bullying, HIV/AIDS, may arise as part of the planned curriculum or introduced by students themselves. A supportive climate should be encouraged for discussions to take place.

Contraception

Information will be given as part of class/group work. Students will be given access to, and precise information about, confidential contraceptive information, advice and services.

CHAT service offers condom distribution scheme, approved by Governors in 2015.

Abortion

Students will be presented with a balanced view which respects a wide range of religious and family beliefs. Sensitivity will be required because of the possible experiences of some students. The students will be encouraged to arrive at their own informal viewpoint.

Homosexuality

Objective discussion of homosexuality takes place in the classroom.

HIV/AIDS and other Sexually Transmitted Diseases (STDs)

Given the risk of infection to the general population, the school will provide education on the topics of HIV/AIDS and other STDs. Focus will be on the correction of misinformation, the facts of transmission, an examination of attitudes, values and prejudices.

Multicultural Issues

The classroom climate will respect a wide range of cultures. Self-esteem and self-worth will be fostered in an environment which demonstrates equal opportunities.

Sexual Harassment

Opportunities given to debate behaviour associated with sexual harassment, eg name calling, sexual innuendos and unwelcome touching. An appreciation developed that both sexes can be victims of harassment.

The above issues are also dealt with through the religious education syllabus; negotiation and discussion will be necessary between the RE and PSHCE departments in order to avoid unnecessary duplication. Where duplication occurs it should be regarded as positive

reinforcement.

Parents/Carers and their Rights to Withdraw their Child

Parents/Carers have the right to withdraw their child from all or part of the sex and relationship education provided at school, except for those parts included in the statutory National Curriculum (Science). Alternative arrangements are available in these cases.

Parents/Carers who wish to exercise this right should contact the relevant key stage leader via email or school reception.

Confidentiality

Staff are fully aware of the clear and explicit confidentiality policy. Staff are aware that they cannot offer or guarantee absolute confidentiality.

Child Protection

Sensitivity needs to be applied in all action taken with a suspected pregnancy. Support for both the female and male student is paramount.

Guidance is taken from Shropshire and Telford & Wrekin Primary Care Trust (2016) and also Department of Health (2004) with references made to the school's Child Protection policy.

All staff are aware of the designated Child Protection team within the school. Teachers are aware that fear and worries a child brings into the classroom should not go unreported. Teachers are aware that effective sex and relationship education which brings an understanding of what is and is not acceptable in a relationship can lead to disclosure of a child protection issue.

All staff will follow the correct, professional procedure should any child make a disclosure or should they have concerns related to a Child Protection issue.

Monitoring and Evaluation

Regular monitoring and evaluation takes place via key stage meetings - one every half term. Planning time is allocated formally in the school calendar for this to take place effectively. Lesson observations also allow for informal monitoring to occur. SRE and its provision are regularly reviewed via PSHCE SIP and SEF on an annual basis.

SUGGESTED CONTENT FOR KEY STAGE 3

Science National Curriculum

- Recognise the importance of personal choice in managing relationships so that they do not present risks to health, personal safety, etc.
- Understand that organisms (including HIV) can be transmitted in a variety of ways, in some cases sexually.
- Discuss moral values and explore those held by different cultures and groups.
- Understand the concept of stereotyping and identifying its various forms.
- Be aware of the range of sexual attitudes and behaviour in present day society.
- 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.
- Know more detail about child development and the role of primary health care.
- Know about vaccination/immunisation against disease and the protection against disease for children.
- Recognise the factors involved in setting up a home, planning and having a family and roles of parents.
- Recognise the changing nature of family relationships, eg children gaining independence, new members, death.
- Be able to name and locate the major organs of the human body.
- Be able to outline the functions of the major organs in mammals (including humans).
- Be able to relate structure to function in animal cells, eg sperms/eggs.
- Understand life processes including reproduction, growth and excretion.

SUGGESTED CONTENT FOR KEY STAGE 4

Science National Curriculum

- Understand aspects of British laws regarding sexual behaviour.
- Understand the biological aspects of reproduction.
- Consider advantages/disadvantages of various family planning methods.
- Consider and be able to discuss controversial issues such as HIV/AIDS, abortion, technological developments, child rearing.
- Be aware of preventative health care and what it involves.
- Be aware of organisations offering support in relationships.
- Be aware that feeling positive about sexuality and sexual activity is important.
- Be aware of the implications of changing sexuality within time, eg menopause.
- Be aware of partnerships, marriage, divorce, separation and bereavement.
- Be able to discuss issues such as sexual harassment in terms of their effect on individuals.
- Understand the importance of feeling positive about oneself and others. Be able to express feelings confidently.
- Be aware that family life can play an important part in happy and fulfilling relationships.
- Be aware of problems which can occur in families.
- Be able to discuss ethical, moral and legal issues involved in new reproductive technologies.
- Know in detail, and be able to put into practice, child care skills.
- Understand that roles within families change over time.
- Know how to use helping agencies, eg clinics, hospitals, dentist.
- Understand life processes, including reproduction and growth.
- Be able to describe how the internal environment in animals and the human embryo is maintained.
- Know how genetic information is passed from generation to generation.
- Be able to explain the co-ordination of mammals' bodies by nervous and hormonal control, eg menstruation.
- Understand the processes which contribute to maintaining the internal environment.