

Sex and Relationship Education Policy

Date approved:	21 November 2015
Review cycle/date:	Every 2 years; November 2017
Party responsible:	Curriculum Area Leaders and the Student Committee
Linked policies:	Curriculum Policy, Data Protection Policy, Equality Policy, Child Protection (Safeguarding) Policy, Preventing & Tackling Bullying Policy

Relationship to other policies

Sex education forms an integral part of the curriculum policy, and the schemes of work for science and personal, social, health and economic education. The policy also relates to:

- Equality
- Confidentiality
- Child Protection
- Anti-bullying

Aims of the sex and relationship education policy

1. To clarify the content and the manner in which sex and relationship education is delivered in the school.
2. To ensure communication with parents / carers concerning all aspects of the sex and relationship education in the school.

Schools' legal obligations

- The sex education elements contained in the National Curriculum Science Orders are mandatory for all pupils of secondary age.
- All schools must provide an up-to-date policy which describes the content and organisation of SRE provided outside the National Curriculum Science Order. It is the school governors' responsibility to ensure that the policy is developed and made available to parents for inspection.
- Secondary schools are required to provide an SRE programme which includes (as a minimum) information about sexually transmitted infections and HIV/AIDS.
- Parents have the right to withdraw their children from all or part of any sex education provided, but not from teaching the biological aspects of human growth and reproduction necessary under national curriculum Science. The parental right of withdrawal may be exercised by either parent or by a person who has responsibility or care of the child. Parents do not have to give reasons for their decision; nor do they have to indicate what other arrangements they intend to make for

providing sex education for their children. Parents wishing to exercise this right are asked to contact the Head teacher.

- All maintained schools must provide sex and relationship education in such a manner as to encourage young people to have regard to moral considerations and the value of family life.

Partnership with parents / carers (current and prospective)

Information regarding sex and relationship education is included on the school website. The website will inform parents/carers that they can request a copy of the school's policy on sex and relationship education and explains the right of withdrawal and how to exercise it. More detailed information regarding the topics covered and materials used in the SRE lessons can be given to parents/carers on request. We can remind parents of the right of withdrawal and of the invitation to contact the school if they would like to discuss the programme or preview the materials.

Student consultation

We involve our students and ask them to be fully engaged in a needs assessment and evaluation of the school's provision of SRE including an evaluation of the curriculum. We will ensure that we act upon student voice.

Complaints Procedure

Any complaints about the sex and relationship education curriculum should be made to the Headteacher who will report to the governors.

What is sex and relationship education?

Sex and relationships education is lifelong learning about physical, moral and emotional development, embedded in a context that enhances the self-worth and confidence of each individual and encourages mutually respectful relationships and empathy for others.

Moral and Value Framework

The sex and relationship education programme at The Swanage School aims to present facts in an objective, balanced and sensitive manner, and it is set within a clear framework of values and an awareness of the law on sexual behaviour, in line with Guidance on producing the school's SRE policy – PSHE Association 2013. A "whole school approach" to the teaching of sex education has been adopted. We believe that the school's sex and relationship education programme plays a very important part in supporting those with parental responsibility whilst their children cope with the emotional and physical aspects of maturing, and the school helps students prepare for the challenges and responsibilities which sexual maturity brings. Children are receiving sex and relationship education from various sources such as the media and their friends, and the sex and relationship education programme is designed to correct any misinformation.

Students are encouraged to appreciate the value of stable family life, marriage and other stable relationships, and the responsibilities of parenthood. They are helped to consider the importance of self-restraint, dignity, respect for themselves and others, acceptance of responsibility, sensitivity towards the needs and views of others, loyalty and fidelity. They are enabled to recognise the physical, emotional and moral implications, and risks, of certain types of behaviour, and to accept that both sexes must behave responsibly in sexual matters.

The location of sex and relationship education in the curriculum

Sex and relationship education is delivered mainly through SRE sessions, the PSHE programme, the pastoral programme and Science lessons. However, all aspects of the curriculum which lead young people to have a sense of their own worth, a belief that they have some control over their lives and the confidence to act responsibly, contribute to sex and relationship education. It is inevitable that the teaching of apparently unrelated topics will occasionally lead to a discussion of aspects of sexual behaviour. Teaching staff ensure that this discussion is relatively limited and set within the context of the subject concerned and all teaching staff are familiar with the school's policy regarding sex and relationship education.

The sex and relationship education programme at The Swanage School aims to provide pupils with knowledge, skills and an understanding of attitudes and values around sexual health, enabling them to make healthy, informed, responsible choices about their relationships, sexuality and sexual behaviour, whilst increasing their self-esteem.

What does SRE involve?

The three key elements are:

- Developing positive attitudes and values that support self-esteem and wellbeing.
- Gaining the personal and social skills necessary for emotional development, interaction with others, active participation in society and the ability to make informed and responsible choices.
- Acquiring relevant and age-appropriate knowledge.

The general aims of sex education

The following aims should be addressed by teachers:

1. To acknowledge and complement the role of Parents as sex educators and liaise with them.
2. To counter misleading notions and folklore.
3. To provide acceptable vocabulary for all parts of the body and encourage sensible attitudes to natural bodily functions.
4. To provide information about sexual matters in an open and frank way, being sensitive to the needs of individuals and groups.
5. To generate an atmosphere within which students can ask questions and discuss sexual matters without embarrassment.
6. To stress the value of family life.
7. To teach about and promote loving and caring relationships and the idea of mutual responsibility within these relationships and the consequences of one's actions in relation to sexual activity and parenthood.
8. To increase awareness of sexual identity and develop ideas of non-stereotyped gender roles.
9. To develop skills to recognise and resist exploitation.
10. To help young people understand that they have rights and should have control over who touches their bodies and also to increase communicative skills about such matters, to build self-esteem and give pupils a clear understanding of the arguments for delaying sexual activity and resisting peer pressure.
11. To reduce guilt and anxiety.
12. To make young people aware of sources of help and information that are available to them.

13. To promote an understanding of the implications of parenthood.
14. To develop skills and promote responsible attitudes for future parents and child carers.
15. To link sex and relationship education with issues of peer pressure and other risk-taking behaviour – such as drugs, smoking and alcohol.

Careful co-ordination ensures that the content of lessons and approaches used are appropriate to the needs, ability and ages of students. Sex and relationship education forms part of our curriculum – some topics will be revisited as part of a developmental programme to enable pupils to build upon prior learning.

Ethnicity

Teachers need to be aware of the religious traditions, marriage rules and other kinds of relationship arrangements established in different cultures. Teachers requiring information should refer to the SRE teachers or the teacher in charge of the PSHE house programme.

Programme of Study relating to SRE provision – PSHE: Personal Wellbeing KS3

These concepts will be delivered during the allocated PSHE tutor time.

I. Key concepts

Students need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.

I.1 Personal identities

- a) Understanding that identity is affected by a range of factors, including a positive sense of self.
- b) Recognising that the way in which personal qualities, attitudes, skills and achievements are evaluated affects confidence and self-esteem.
- c) Understanding that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment.

I.2 Healthy lifestyles

- a) Recognising that healthy lifestyles, and the wellbeing of self and others, depend on information and making responsible choices.
- b) Understanding that physical, mental, sexual and emotional health affect our ability to lead fulfilling lives, and that there is help and support available when they are threatened.
- c) Dealing with growth and change as normal parts of growing up.

I.3 Risk

- a) Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of situations.
- b) Appreciating that pressure can be used positively or negatively to influence others in situations involving risk.
- c) Developing the confidence to try new ideas and face challenges safely, individually and in groups.

1.4 Relationships

- a) Understanding that relationships affect everything we do in our lives and that relationship skills have to be learnt and practised.
- b) Understanding that people have multiple roles and responsibilities in society and that making positive relationships and contributing to groups, teams and communities is important.
- c) Understanding that relationships can cause strong feelings and emotions.

1.5 Diversity

- a) Appreciating that, in our communities, there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation.
- b) Understanding that all forms of prejudice and discrimination must be challenged at every level in our lives.

2. Key processes

2.1 Critical reflection

Students should be able to:

- a) reflect critically on their own and others' values
- b) reflect on personal strengths, achievements and areas for development
- c) recognise how others see them and give and receive feedback
- d) identify and use strategies for setting and meeting personal targets in order to increase motivation
- e) reflect on feelings and identify positive ways of understanding, managing and expressing strong emotions and challenging behaviour
- f) develop self-awareness by reflecting critically on their behaviour and its impact on others.

2.2 Decision-making and managing risk

Students should be able to:

- a) use knowledge and understanding to make informed choices about safety, health and wellbeing
- b) find information and support from a variety of sources
- c) assess and manage the element of risk in personal choices and situations
- d) use strategies for resisting unhelpful peer influence and pressure
- e) know when and how to get help
- f) identify how managing feelings and emotions effectively supports decision-making and risk management.

2.3 Developing relationships and working with others

Students should be able to:

- a) use social skills to build and maintain a range of positive relationships
- b) use the social skill of negotiation within relationships, recognising their rights and responsibilities and that their actions have consequences
- c) use the social skills of communication, negotiation, assertiveness and collaboration
- d) value differences between people and demonstrate empathy and a willingness to learn about people different from themselves
- e) challenge prejudice and discrimination assertively.

Programme of Study relating to SRE provision – PSHE: Personal wellbeing KS4

1. Key concepts

Pupils need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding

1.1 Personal identities

- a) Understanding that identity is affected by a range of factors, including a positive sense of self.
- b) Recognising that the way in which personal qualities, attitudes, skills and achievements are evaluated affects confidence and self-esteem.
- c) Understanding that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievement and employment.

1.2 Healthy lifestyles

- a) Recognising that healthy lifestyles, and the wellbeing of self and others, depend on information and making responsible choices.
- b) Understanding that our physical, mental, sexual and emotional health affect our ability to lead fulfilling lives and that there is help and support available when they are threatened.
- c) Dealing with growth and change as normal parts of growing up.

1.3 Risk

- a) Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of personal and social situations.
- b) Appreciating that pressure can be used positively or negatively to influence others in situations involving risk.
- c) Developing the confidence to try new ideas and face challenges safely, individually and in groups.

1.4 Relationships

- a) Understanding that relationships affect everything we do in our lives and that relationship skills have to be learnt and practised.
- b) Understanding that people have multiple roles and responsibilities in society and that making positive relationships and contributing to groups, teams and communities is important.
- c) Understanding that relationships can cause strong feelings and emotions.

1.5 Diversity

- a) Appreciating that, in our communities, there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation.
- b) Understanding that all forms of prejudice and discrimination must be challenged at every level in our lives.

2. Key processes

These are the essential skills and processes in personal wellbeing that students need to learn to make progress.

2.1 Critical reflection

Students should be able to:

- a) reflect critically on their own and others' values and change their behaviour accordingly
- b) reflect on their own and others' strengths and achievements, give and receive constructive praise and criticism, and learn from success and failure
- c) identify and use strategies for setting and meeting personal targets and challenges in order to increase motivation, reflect on their effectiveness and implement and monitor strategies for achieving goals
- d) reflect on feelings and identify positive ways of understanding, managing and expressing strong emotions and challenging behaviour, acting positively on them
- e) develop self-awareness by reflecting critically on their behaviour and its impact on others.

2.2 Decision-making and managing risk

Students should be able to:

- a) use knowledge and understanding to make informed choices about safety, health and wellbeing, evaluating personal choices and making changes if necessary
- b) find and evaluate information, advice and support from a variety of sources and be able to support others in doing so
- c) assess and manage risk in personal choices and situations, minimise harm in risky situations and demonstrate how to help others do so
- d) use strategies for resisting unhelpful peer influence and pressure, assessing when to use them and when and how to get help
- e) identify how managing feelings and emotions effectively supports decision-making and risk management.

2.3 Developing relationships and working with others

Students should be able to:

- a) use social skills to build and maintain a range of positive relationships, reflect upon what makes these successful and apply this to new situations
- b) use the social skill of negotiation within relationships, recognising their rights and responsibilities and that their actions have consequences
- c) work individually, together and in teams for specific purposes, making use of the social skills of communication, negotiation, assertiveness and collaboration
- d) demonstrate respect for and acceptance of the differences between people, and challenge offensive behaviour, prejudice and discrimination assertively and safely
- e) explore feelings and emotions related to changing relationships and develop skills to cope with loss and bereavement.

Science

During Key Stage 3, pupils will look at many aspects of both animal and human reproduction.

They will:

- describe the changes that occur during puberty in boys and girls
- learn about the menstrual cycle including female hygiene
- describe how fertilisation takes place and use the science vocabulary for the sex cells and sex organs to do this
- begin to look at basic genetics and explain how different types of twins are formed

- describe how a foetus develops in its mother and record the rate of growth
- describe what happens during labour and discuss the problems which can occur during birth.

By the end of Key Stage 4 pupils will have studied:

- Human development
- Stages of human development (cellular level)
- Genetics
- Inheritance of genetic diseases eg. Huntington's and Cystic Fibrosis.
- Pre-implantation genetic diagnosis
- Development and use of stem cell research eg. fertility treatment
- HIV/AIDS and vaccination
- Cloning (stem cells and organ replacement)
- Sexually transmitted infections
- The effects of bacteria and viruses, such as those associated with sexually transmitted diseases.

Differentiation

Differentiated teaching is important and the needs of all pupils are considered when teachers plan/adapt schemes of work and lesson plans.

Teaching and learning styles

Teachers use a wide variety of teaching styles in order to provide as many different learning experiences as possible. Before deciding upon the teaching method to be used, the learning objectives for the session are identified and the methods selected should be the most appropriate way of achieving the objectives. Research has shown that SRE needs to be taught using active and experiential learning and the SRE team receives training to ensure they feel confident about using active learning methods. Teaching groups receiving sex and relationship education as part of the Year 9 and 10 curriculum and they are given time to develop an appropriate environment, a trusting relationship and well established patterns of communication before embarking on SRE. All groups will have established clear ground rules. In relation to sex and relationship education the ground rules will include:

- no one will have to answer a personal question
- personal questions aimed at embarrassing another will not be allowed
- no one will be forced to participate in a discussion
- only the correct names for body parts will be used and if slang words are mentioned they will be explained
- meanings of words will be explained clearly and factually
- respect for differences between pupils will be maintained

As well as receiving information, pupils are given the opportunity to explore their own and other people's values, attitudes and behaviour. Opportunities are also provided for them to learn and practise a range of personal and interpersonal skills.

Delivery of the programme

Co-ordinators responsible for planning, implementation and review of the programme:

Curriculum Area Leader for Humanities, Arts and Culture – Lisa Gray

Curriculum Area Leader for Science – Sam Kerwood

Groupings

PSHE - Students are taught in groups in Years 9, 10, 11.

Pastoral programme – Students are taught in vertical tutor groups, they will sometimes be separated into KS3 and KS4.

Science - Pupils are taught in bands.

Identifying the students' needs

Feedback from students regarding their learning needs is obtained from:

- questionnaires / evaluation sheets
- discussions

This information then helps us to identify:

- their current concerns
- their existing skills and knowledge

and enables us to deliver appropriate, planned programmes of study.

Identifying staff needs

Evidence includes:

- personal review and development plans
- discussions at regular meeting times.

Training and support for teachers

Information and support is also obtained from the school's planning nurse team.

Support for teachers involved in delivering sex and relationship education will be provided including peer coaching and mentoring.

Monitoring effectiveness of the Sex and Relationship Education programme

Pupils and staff are involved in evaluating SRE provision through:

- discussion

- completion of evaluation sheets

External agencies

In some situations it may be appropriate to involve external specialists to support teacher's classroom work as they can provide a wide range of information and experiences. These contributions will be an integral part of the school's planned sex and relationship education programme. Both teachers and external specialists will be clear about the purpose of the session and what is expected of them as materials, content, style of delivery, preparation and follow-up work are discussed before the session takes place. External specialists are only invited in:

- if the school has previous experience of the specialist, either first hand or by repute
- if the specialist is familiar with the school's policy about sex and relationship education
- who shares the school's values and approach to sex and relationship education
- whose contribution is consistent with the schools own practice

The teacher must be able to supplement knowledge, clarify areas of uncertainty and discuss reactions at later sessions and must remain with the class during the session. Staff will inform the Head Teacher of any visitor to the school prior to the visit actually taking place.

Specific issues

Contraceptive 'advice', information and referrals to under 16s.

Teachers can provide education about different types of contraception and places from where they can be obtained either in a group or on an individual basis. They can also provide all students with information about where and from whom they can receive confidential advice and treatment. However, particular care must be exercised in relation to contraceptive advice to students under 16, for whom sexual intercourse is unlawful. If a teacher is approached by an individual student for specific advice on contraception or other aspects of sexual behaviour then the teacher should encourage the pupil to seek advice from her parents, and, if appropriate, from the relevant health service professional. The teacher should not give advice to the student because teaching staff do not have the particular expertise to do so.

If students have been withdrawn from sex and relationship education by their parents, then staff are not entitled to give, and the child is not permitted to receive, instruction or advice concerning these matters. However, the teacher can suggest where they could go to seek such confidential advice and counselling. Giving information as to where advice and counselling could be lawfully obtained does not constitute sex and relationship education.

Confidentiality

Teachers must not promise absolute confidentiality to pupils. If there is a disclosure or suspicion of possible abuse then the school's child protection procedures will be invoked and staff must pass this information on to the senior member of staff responsible for child protection – Jenny Maraspin.

Explicit/controversial issues

Answering questions

There may be occasions when individual students raise an explicit or controversial issue and in such cases the options available are:

- to deal with the question in front of the whole class
- to discuss the issue with the student individually
- to defer answering and discuss the student's concerns with the parents to see how they would wish the matter to be dealt with
- to postpone answering until they have had a chance to consult with the school Senior Leadership team.

The school believes that individual teachers must use their skill and discretion in these situations and ask for advice whenever in doubt.

Sexual identity and sexual orientation

The sex and relationship aspect of the SRE and PSHE programme makes students aware of the diversity of human sexuality and students are taught to respect diversity. Staff will deal with homophobic bullying according to school policy.

Outline summary of proposed curriculum content

Year 7
<p>Life Skills, Personal Wellbeing</p> <p>Friendship</p> <p>Respect, valuing themselves and others</p> <p>Understanding and sensitivity towards the needs and views of others</p> <p>Responsibility for their actions</p> <p>Communication skills</p> <p>Assertiveness</p> <p>Decision making</p> <p>Recognising and using opportunities to develop a healthy lifestyle</p> <p>Resolving conflict</p> <p>Physical and emotional changes at puberty</p> <p>Menstruation</p> <p>Personal hygiene</p> <p>Science:</p> <p>The human reproductive cycle, including adolescence, fertilisation and foetal development</p>
Year 8, Year 9
<p>Life Skills, Personal Wellbeing</p> <p>Friendship</p> <p>Respect, valuing themselves and others</p> <p>Understanding and sensitivity towards the needs and views of others</p> <p>Responsibility for their actions</p> <p>Communication skills</p> <p>Assertiveness</p> <p>Decision making</p> <p>Recognising and using opportunities to develop a healthy lifestyle</p> <p>Resolving conflict.</p> <p>Changing relationships</p> <p>Influence/pressure - resisting pressure.</p> <p>The legal situation regarding sexual relationships</p> <p>Contraception – information about types of contraception, their availability and how to access them</p> <p>Sexually transmitted infections including HIV/AIDS</p> <p>Sources of advice/support</p> <p>Unplanned pregnancy</p> <p>What it means to be a teenage parent</p> <p>Science:</p> <p>The effects of bacteria and viruses, such as those associated with sexually transmitted diseases.</p>

Year 10

Life Skills, Personal Wellbeing

Respect, valuing themselves and others

Understanding and sensitivity towards the needs and views of others

Responsibility for their actions

Communication skills

Assertiveness

Decision making

Alcohol in relation to risk taking, unplanned/unprotected sexual intercourse

Sources of advice/support

Science:

Inheritance of Genetic diseases eg. Huntington's and Cystic Fibrosis.

Pre-implantation genetic diagnosis

Development and use Stem Cell research eg. Fertility treatment

HIV/AIDS and Vaccination

Year 11

Life Skills, Personal Wellbeing

Contraception - information about types of contraception, their availability and how to access them

Sexual health - including emotional well-being and sexually transmitted infections including HIV/AIDS

Breast and testicular cancer

Sources of advice/support

Science:

Stages of Human Development (cellular level)

Cloning (stem cells and organ replacement)