

## Sex and Relationship Education Policy

Date approved:	17 May 2018
Review cycle/date:	Every 2 years; May 2020
Party responsible:	Heads of Houses, Designated Safeguarding Team 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.
- Section 2.5 of the national curriculum framework states that all schools should make provision for PSHE, (Personal, Social, Health, Economic) education, drawing on good practice. In order to help schools to meet this objective, our programme of study identifies the key concepts, skills and attributes that are developed through PSHE education. These help schools fulfil their statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life, as set out in Section 78 of the Education Act 2002, and their statutory safeguarding responsibilities, in line with the statutory guidance that schools 'should ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum'.

### **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 2014. 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 the pastoral programme, including PHSE lessons delivered by teachers in school, via NHS Dorset, outside agencies such as SafeDATE, 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 PHSE teachers or the Head of House in charge of the PSHE programme.

### **Programme of Study relating to SRE provision – PSHE: Personal Wellbeing KS3 & KS4**

At Key Stage 3, pupils build on the skills, attitudes, values, knowledge and understanding they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people are experiencing, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the skills which will equip them for the opportunities and challenges of life. Pupils are encouraged to manage diverse relationships and the increasing influence of peers and the media. PSHE education allows them to be more confident in addressing the challenges of effective learning and making a full and active contribution to society.

At Key Stage 4, pupils extend and rehearse the skills, further explore attitudes and values, and deepen knowledge and understanding acquired during Key Stage 3. PSHE education reflects the fact that learners are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

The programme of study at Key Stages 3 and 4 is based on three core themes within which there is broad overlap and flexibility: See Appendix\*

- Core theme 1. Health and Wellbeing
- Core theme 2. Relationships
- Core theme 3. Living in the Wider World

Overarching concepts developed through the PHSE Programme of Study. These concepts are delivered during the allocated PSHE time by Head of Houses and teachers:-

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. **Relationships** (including different types and in different settings, including online)

3. **A healthy** (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. **Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
5. **Diversity and equality** (in all its forms, with due regard to the protected characteristics set out in the **Equality Act 2010**)
6. **Rights** (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
7. **Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. **Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
9. **Career** (including enterprise, employability and economic understanding)

## Science

During Key Stage 3, pupils 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 from NHS Dorset 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:

Head of House – Sarah Mulhern

Designated Safeguarding Team, including Jenny Maraspin and Mandy Sands

Curriculum Area Leader for Science – Sam Kerwood

## **Groupings**

PSHE lessons - Students are taught in groups in Years 7, 8, 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:

- questionnaires / evaluation sheets
- 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 is provided by NHS Dorset 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 The PHSE curriculum which includes SRE content

### **CORE THEME 1: HEALTH AND WELLBEING**

This core theme focuses on:

1. how to manage transition
2. how to maintain physical, mental and emotional health and wellbeing;
3. how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; mental and emotional health and wellbeing; and sexual health
4. about parenthood and the consequences of teenage pregnancy
5. how to assess and manage risks to health; and to keep themselves and others safe
6. how to identify and access help, advice and support
7. how to respond in an emergency, including administering first aid
8. the role and influence of the media on lifestyle

### **CORE THEME 2: RELATIONSHIPS**

This core theme focuses on:

1. how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
2. how to recognise and manage emotions within a range of relationships
3. 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
4. about the concept of consent in a variety of contexts (including in sexual relationships)
5. about managing loss including bereavement, separation and divorce
6. to respect equality and be a productive member of a diverse community
7. how to identify and access appropriate advice and support

### **CORE THEME 3: LIVING IN THE WIDER WORLD (ECONOMIC WELLBEING, CAREERS AND THE WORLD OF WORK)**

This core theme focuses on:

1. about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
2. how to make informed choices and be enterprising and ambitious
3. how to develop employability, team working and leadership skills and develop flexibility and resilience
4. about the economic and business environment
5. how personal financial choices can affect oneself and others and about rights and responsibilities as consumers