



Nailsea School

Sex and Relationships Policy

Policy start July 2018

Headteacher Mrs D. Elliott

Rationale

- 1.1 The school has to fulfil the local and national requirements for Sex and relationships education [SRE] in schools
- 1.2 An understanding of sexual activity and relationships, including the issues around sexually transmitted diseases [STDs] and pregnancy is regarded as important to enable students to make informed choices about their own sexuality and sexual behaviour.
- 1.3 Students need an opportunity to find out, discuss and consider their own position in regard to sexual behaviour and relationships. Being exposed to media containing a large amount of sexualised content, they need to be able to make an informed response in terms of their moral, ethical and personal choices.

2. Purpose

- 2.1 To describe the ethos and scope of SRE in Nailsea School.
- 2.2 To clarify the roles and responsibilities of staff in the delivery of SRE.

3. Guidelines

- 3.1 All students, including sixth formers, have the right to SRE
- 3.2 SRE will be non-judgemental in approach. Students have the right to choose their own approach to sexuality and sexual behaviour as long as it is not to the detriment of others.
- 3.3 Sexual activity will be considered in the context of relationships and positive attitudes to sexual health
- 3.4 Appropriate support groups will be used as appropriate and signposted in the programme, to support students who may feel uncomfortable speaking to a member of school staff.
- 3.5 SRE will be delivered in the context of equal opportunities and equal value for all people irrespective of gender, sexuality or transgender.
- 3.6 All aspects of the SRE curriculum will be accessible to all students without discrimination related to ability, ethnicity, culture, gender or sexuality.
- 3.7 The school will support appropriate sexual health campaigns e.g. HPV vaccination programmes.
- 3.8 Parents have the right to withdraw their children from SRE up to the end of compulsory education [Y11]. In these cases, appropriate alternatives will be found.
- 3.9 All students in years 7-11 will have access to SRE through a variety of mechanisms; the ABSolute programme, the tutor time programme and Ethics lessons
- 3.10 The biological functions of growth, puberty, sex, pregnancy and development will be delivered through the science curriculum
- 3.11 Sexual health will be delivered through the ABSolute programme and Science curriculum
- 3.12 The approach of people of different faiths and no faith to sex and relationships will be delivered through the Ethics curriculum which explores beliefs, feelings, opinions and attitudes. Ethics is taught to Year 7 – 9 as a discrete subject and ethics are covered in the Year 10 and 11 in the ABSolute and tutor time programme.
- 3.13 All Teachers may be required to deliver aspects of the SRE curriculum. Appropriate training will be given as required

3.14 In the delivery of aspects of SRE staff may receive information related to child safeguarding. Staff will be aware of this and ensure that they follow the guidance of the School safeguarding policy in the event of any such disclosure

3.15 **The Headteacher** will be responsible for ensuring that the required components of SRE are delivered through the taught in the curriculum, the Tutor Time programme and within the ABSolute curriculum.

4.1 This policy will be reviewed at 2 yearly intervals and will be next reviewed by July 2020

4.2 **The chair of the Education Committe** and **the Headteacher** are responsible for the review.

5. Related Documents

5.1 DfE Governors' Handbook. November 2016

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/481147/Governance_handbook_November_2015.pdf

5.2 Sex and relationships education guidance. DFES 2000

<https://www.gov.uk/government/publications/sex-and-relationship-education>
www.parliament.uk/briefing-papers/SN06103.pdf

5.3 Teaching and Learning Policy

5.4 Safeguarding policy

5.5 The ABSolute Curriculum

5.6 Years 7 – 9 Ethics Schemes Of Work

5.7 Tutorial Programme

5.8 Sex and Relationships Education: Supplementary Guidance: April 2014

Sex and relationships education: Supplementary Guidance

1. What is Sex and Relationship Education (SRE)?

SRE is lifelong learning about physical, sexual, moral and emotional development. It is about understanding the importance of family life, stable and loving relationships, including marriage, respect, love and care; including the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

It has three main elements:

Attitudes and Values

- learning the importance of values, individual conscience and moral considerations;
- learning the value of family life, stable and loving relationships and marriage;
- learning about the nurture of children;
- learning the value of respect, love and care; and
- exploring, considering and understanding moral dilemmas to develop critical thinking as part of decision making.

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference with and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict; and
- learning to recognise and avoid exploitation and abuse.

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 the reasons for delaying sexual activity and the benefits to be gained;
- the avoidance of unplanned pregnancy; and
- issues relating to teenage pregnancy.

2. Principles

Nailsea School believes that SRE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life;
- Be an entitlement for all students in school;

- Be set within the wider school context and support family commitment and love, respect and affection between people, the power of knowledge and openness in a society;
- Recognise that 'Family' is a broad concept, including a variety of family structure and acceptance of different approaches. That sexual orientation differs between individuals;
- Encourage students and teachers to share and respect each other's views;
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment;
- Recognise that parents/carers are the key people in teaching their children about sex, relationships and growing up. Aiming to work in partnership with them and students when reviewing the school's SRE programme;
- Recognise that the wider community has much to offer and aim to work in partnership with health professionals, social workers and other mentors or advisors.

3. Aims of Sexual and Relationships Education

To deal with sex and relationships education sensibly and sensitively at each key stage; providing a supportive framework which will allow students to feel comfortable with the subject matter and allow them to have the confidence to seek clarification, if necessary. All questions will be answered openly and honestly. We aim to prepare students for an adult life in which they:

- 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, respecting individual conscience;
- Acquire the skills to judge what kind of relationship that they want;
- Recognise the responsibilities and roles of family life;
- Understand the consequences of their actions and behave responsibly within both sexual and non sexual relationships;
- Develop an awareness of their own sexuality and understand human sexuality;
- Challenge sexism and prejudice, promoting equality and diversity;
- Communicate effectively by developing appropriate terminology for sex and relationship issues;
- Have the necessary information and skills to protect themselves, and where they have one, their partner from unplanned conceptions and sexually transmitted infections, including HIV;
- Have learnt about contraception;
- Know how the law relates to sexual behaviour;
- Can access confidential sexual health advice, support and if necessary treatment.

4. Organisation of SRE

SRE is delivered through Ethics lessons as part of the Humanities programme at KS3 and within aspects of the Science curriculum. Areas of focus are also identified as key parts of the ABSolute curriculum spanning Years 7-11. The units within it are delivered predominately by the same teams, who thus build up a degree of expertise and confidence with the SRE content involved.

It is important that trained experienced staff deliver SRE lessons, and that they are acutely aware of the need for sensitivity. On occasions it may be the case that sexual issues are implicit in other areas of the curriculum e.g. English set texts. Where this is the case the school, as ever, seeks to deal with such matters in a responsible sensitive way.

5. Classroom practice

A variety of teaching and learning styles is used to give students relevant and up to date SRE information; to enable moral issues to be explored through discussion; and to acquire appropriate skills. Unless the topic being delivered requires otherwise, students are taught in mixed ability and mixed gender groups.

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.

Such ground rules are:

- No-one (teacher or student) will have to answer a personal question;
- No-one will be forced to take part in a discussion;
- The correct names for body parts will be used most of the time;
- Sensitivity will be shown to those of particular faith backgrounds;
- Nothing should be said that could be construed as being embarrassing or offensive to others.

When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the session. 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 present, the question may be dealt with individually at another time.

If a question is too personal then the student will be reminded of the ground rules.

If a question is too explicit, seems too old for the student, is inappropriate for the whole class or raises concerns about sexual abuse, it will not be answered in front of the whole class. In cases that raise safeguarding concerns then the member of staff will follow the proscribed Safeguarding procedures.

It is natural for caring adults to want to protect children and young people from information, attitudes and lifestyles, which they themselves find distasteful. However it is important to recognise the power and confusion of informal learning that, for example, television, magazines, newspapers, the Internet, gossip, jokes and the wider community, that young people are exposed to. Teachers and other professionals can do much to dispel

myths, reduce fear and anxiety, clarify understanding and counteract prejudice surrounding sex and relationships.

6. Learning outcomes. See Appendix A

The learning outcomes for the SRE programme are offered as illustration of the components included within each Key stage across years 7-11. They give an indication of the basis of the planning work to develop knowledge and understanding, values and attitudes and personal skills in SRE. They draw on DfE and other SRE guidance. Those statements marked with an asterisk are part of the National Curriculum science requirements.

6. Inclusion.

Ethnic and Cultural groups

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

Students with Special Education Needs

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

Sexual Identity and Sexual Orientation

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

7. Right of Withdrawal of Students from SRE lessons

Some parents or carers prefer to take the responsibility for aspects of this element of a student's education. Under the Education Act of 1993, parents have the right to withdraw their child from all or parts of the SRE programme of the school with the exception of those parts included in the statutory National Curriculum (e.g.; in Science lessons). We would make alternative arrangements in such cases.

Parents wishing to exercise this right are encouraged in the first instance to meet with the deputy headteacher (Quality and Standards) to discuss their concerns, and then confirm their decision in writing, for the attention of the headteacher.

Once a student has been withdrawn, they cannot take part in later SRE lessons without parental or carer approval.

8. Confidentiality, Controversial and Sensitive issues

The school will work within the guidelines set out in the DfE circular 10/95 "*Protecting Children from Abuse: The role of the Education Service*" and with reference to the school's Safeguarding policy and procedures.

Teachers cannot offer unconditional confidentiality to students. However members of staff and the designated Child Protection Officer or their deputy, are not legally bound to inform parents of any disclosure by a student, unless the headteacher has specifically requested them to do so. It is only in the most exceptional circumstances that the school could be in the position of handling information without parental knowledge.

In a case where a member of staff learns from a student under 16 years old, that they are having or contemplating sexual intercourse:

- The young person will be encouraged, whenever possible, to talk to a parent or carer and if necessary to seek medical advice;
- We will ensure that students know that teachers cannot offer unconditional confidentiality;
- We will assure students that, when the information that they have disclosed is passed on, they will be the first to know;
- If there is any possibility of abuse, the school's safeguarding policy will be followed;
- The young person will be properly counselled about contraception by the Deputy SENCO, to include precise information where they can access contraception and advice services.

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 safeguarding policy.

9. The use of outside visitors

Delivery of SRE is not the sole responsibility of the school. The school will work effectively in partnership with parents, health professionals and others in the wider community to enhance its SRE provision. Visiting experts to the school have a discrete role and responsibility for providing SRE both informally and formally. Visitors may be used to complement but never substitute or replace planned provision.

10. Monitoring and Evaluation

It is the responsibility of the Head teacher to oversee and monitor the delivery of SRE across the curriculum. This will be done through the use of staff feedback sheets and student voice activities, and in conjunction with the evaluation of the quality of teaching and learning throughout the school

The Governors Education Committee is responsible for reviewing the Sex and Relationships Policy and associated guidance.

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 the support and training provided to staff that deliver this.

APPENDIX A

By the end of Key Stage 3 (Years 7 to 9)

Students will be able to:

- Manage changing relationships
- Recognise risk of personal safety in sexual behaviour and to make safe decisions
- Ask for help and support
- Explain the relationship between their self-esteem and how they see themselves
- Develop skills of assertiveness in order to resist peer pressure and stereotyping
- See the complexity of moral, social and cultural issues and be able to form a view of their own
- Develop good interpersonal skills to sustain existing relationships as they grow and change, and to help them make new relationships
- Be tolerant of the diversity of personal, social and sexual preference in relationships
- Develop sympathy for the core values of family life in all its variety of forms
- Recognise the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage
- Recognise the stages of emotion in relation to loss and change by divorce, separation and new family members and how to manage their feelings positively.

Students will know and understand:

- That fertilisation in humans is the fusion of a male and female cell*
- The physical and emotional changes that take place during puberty*
- About the human reproductive system, including the menstrual cycle and fertilisation*
- How the foetus develops in the uterus*
- How the media influence understanding and attitudes towards sexual health
- How good relationships can promote mental well being
- The law relating to the sexual behaviour of young people
- Where to go for help and advice about sexual or relationship matters.

Students will have considered:

- The benefits of sexual behaviour within a committed relationship
- How they see themselves affects their self confidence and behaviour
- The importance of respecting differences in relation to gender and sexuality
- How it feels to be discriminated against
- The issues relating to early sexual activity
- The unacceptability of prejudice and homophobic bullying
- What rights and responsibilities mean in a relationship.

By the end of Key Stage 4 (Year 10 and 11)

Students will be able to:

- Recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek medical advice
- Manage emotions associated with changing relationships with parents and friends
- See both sides of an argument and express and justify a personal opinion
- Have the determination to stand up for their beliefs and values
- Make informed choices about their lifestyle which promote personal well-being
- Have the confidence to assert themselves and challenge inappropriate behaviour
- Develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships
- Work cooperatively with a range of people who are different from themselves.

Students will know and understand:

- The way in which hormone control occurs, including the effect of the sex hormones*, some medical uses of hormones, including the control and promotion of fertility*
- How sex is determined in humans*
- How HIV and other sexually transmitted infections affect the body
- Self image and sexual identity
- The risks of early sexual activity and the links to alcohol
- How different forms of contraception work and where to get advice
- The law in relation to sexual activity for young people and adults
- How their own identity is influenced by their personal values and those of family and society
- How to respond appropriately within a range of social relationships
- How to access agencies that support relationships in crisis
- The qualities of good parenting and its value to family life
- The benefits of marriage or a stable partnership in raising children
- The way that different forms of relationship, including marriage, depend on maturity and commitment.

Students will have considered:

- Their developing sense of sexual identity and how to feel confident and comfortable with it
- How personal, family and social values influence behaviour
- The arguments around moral issues such as abortion, contraception and the age of consent
- The individual contributions made by partners in a sustained relationship and how these can be of benefit to both
- The impact of having children on their lives and the lives of others.

