



HEADLANDS SCHOOL
SINCE 1965

Sex and Relationship Education Policy

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HEADLANDS SCHOOL

SEX AND RELATIONSHIP EDUCATION POLICY

This policy reflects our whole school aims to build a happy and vibrant school in which we have the safety and well-being of our students at the centre of everything we do.

It supports and is underpinned by a range of key school policies such as Curriculum, Children Looked after, SEN, Child Protection and Anti Bullying, Harassment and Discrimination, Public Sector Equality Duty Act.

The policy has been directed by the *Sex and Relationship Education Guidance* given by the Government, The Sex Education Forum's *Research Evidence for SRE and Sexual Health 2015*, *The National Teenage Pregnancy strategy 2010*, *Sex and Relationship Education (SRE) for the 21st Century* report by the PSHE Association and the National Healthy Schools programme.

Contents:

Rationale

Aims

Principles

- Attitudes and Values
- Protection and Support
- Personal and Social Skills
- Knowledge and Understanding

Structure

Inclusion

- Ethnic and Cultural Groups
- Students with Special Educational Needs and/or Disabilities
- Sexual identity and sexual orientation
- Withdrawal of students

Confidentiality

Monitoring and Evaluation

Rationale

Effective Sex and Relationship Education (SRE) is essential if young people are to make responsible and well informed decisions about their lives. The objective of SRE is to help and support young people through their emotional and physical development as well as communicate effective relationship structures. Students need to be given accurate and unbiased information to help develop skills that will enable them to understand respecting themselves and others with the purpose of preventing harm and removing prejudices. Sex and Relationship Education should contribute to promotion of spiritual, moral, social and cultural development of the young person and prepare them for the mental and physical aspects and responsibilities of relationships. Sex and Relationship Education prepares students for the opportunities, responsibilities and experiences of adult life.

Aims

The aim of SRE is to provide balanced factual information about human reproduction, together with consideration of the broader physical, emotional and ethical spheres of a young person's life. Our SRE programme prepares students for an adult life in which they can:-

- Know the British laws surrounding sexual relationships
- Develop positive values in relation to their decisions, judgements and behaviour surrounding sex
- Have the confidence and self esteem to value themselves and others
- Gain respect for individual conscience and the skills to judge what kind of relationship they want and deserve to have
- Understand that their actions have consequences and behave responsibly within sexual and pastoral relationships
- Avoid being sexually exploited or exploit others

- Avoid being pressured into unwanted or unprotected sex
- Recognise grooming behaviour that can lead to Child Sexual Exploitation
- Communicate effectively by developing appropriate terminology for sex and relationship issues
- Develop awareness of their sexuality and understand other human sexualities
- Understand the arguments for delaying sexual activity
- Develop awareness of their gender expression and understand other expressions of gender
- Challenge sexism, homophobia or transphobia and promote equality and diversity
- Understand the reasons for having protected sex
- Have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV
- Be aware of where to find the correct help and support, and acquire the skills and confidence to access confidential health advice, support and treatment if necessary

Principles

SRE should;

Attitudes and values

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of love, respect, trust and care within a relationship
- Exploring, considering and understanding the responsibility that comes with having sexual intercourse
- Developing critical thinking as part of decision making.

Protection and support

- Be an integral part of the life long learning process, begin in early childhood and continue in adult life
- Be an entitlement for all young people
- Encourage students and teachers to share and respect each others view. Be aware of different approaches to sexual orientation, without promotion of any type of family structure.
- Generate an atmosphere where questions and discussion on sexual matters can take place without stigma or embarrassment
- Recognise that the wider community has much to offer and aim to work in partnership with health professionals, social workers, peer educators and other mentors and advisors.

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 and with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Learning how 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 a range of local and national sexual health advice, contraception and support services
- Learning about the reasons for delaying sexual activity and the benefits to be gained from such a delay
- The avoidance of unplanned pregnancy

Structure

In Year 7, 8 and 9 students will have four tutor sessions lasting 20 minutes in which they will study and discuss aspects of Sex and Relationship education that is appropriate for their stage of development. The

Year 7's will be delivered tutor sessions that centre on the topic of "Changes" and what it means to be a "grown-up" in relation to puberty. The Year 8's will be delivered tutor sessions that centre on the topic of "attraction" and what different sexualities are and what they mean. The Year 9's will be delivered tutor sessions that centre on the topic of "Relationships" and what makes any relationship meaningful to those involved.

In Year 10 students will have five one hour sessions where they will undergo a comprehensive Sex and Relationship Course. This course will be situated on the timetable within the "Ethics" period which is delivered by the Religious Studies department.

The breakdown of these sessions as well as the learning outcomes for each lesson will be available through the Headlands School website. The topics covered in the course are in line with the Government Guidance document and the Sex Education Forum's research outstanding practice within SRE.

The mandatory elements of SRE are the biological aspects of anatomy, puberty, human growth and reproduction that are essential elements of National Curriculum Science and therefore will be taught within Science lessons.

Technology continues to evolve rapidly, and as a consequence young people are able to access explicit material, and exchange explicit materials with ease. The Sex and Relationships Education we provide will respond to this and we will deliver appropriate messages when they are required.

All staff have been trained in Safety and Safeguarding children. Visitors who deliver aspects of Sexual Health are known to the school and have also had the same training as the school staff.

Some teachers who teach sensitive issues to students have been trained in this area and further training is available for other staff through the teacher responsible for CPD.

Inclusion

Ethnic and Cultural Groups - we intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

Students with Special Educational Needs and / or Disabilities - we will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary. In planning Sex and Relationships Education for students with SEND, our teachers consider a range of responses. For example:

- Additional support given by staff
- Activities differentiated or adapted
- Programme aspects may be emphasised or expanded
- Revisiting knowledge and skills in different contexts.

Sexual identity, gender and sexual orientation - we aim to deal sensitively and honestly with issues of sexual orientation and gender, to answer questions appropriately and offer support. Young people, whatever their developing sexuality or gender need to feel that Sex and Relationship Education is relevant and beneficial. Our students, regardless of sexuality or gender, should feel as though they are learning within SRE how to correctly protect themselves from STIs and where applicable how to protect against unwanted pregnancy.

Withdrawal of students - Parents have the right to withdraw their child/children from all or part of the Sex and Relationship Education except those parts included in the Statutory National Curriculum (i.e. in Science lessons). Parents are encouraged to discuss their decision with a member of staff at the earliest opportunity. If the child/children are to be removed parents should offer alternative arrangements for their child in the education of Sex and Relationship. Please note that the time dedicated to SRE in the Basic Curriculum does not get transferred over to other subject areas if a child is withdrawn from the sessions.

Monitoring and evaluation - Learning will be assessed as part of the overall PSE provisions delivered through Tutor Time, Assemblies and bespoken workshop/presentations.

Year 10 students will complete a self-assessment of their learning at the end of the SRE course. This will be a questionnaire that allows them to evaluate and reflect how much progress they have made in the subject and measure what they know, understand and can do.

Confidentiality - Teachers cannot offer unconditional confidentiality.

In the case where a teacher learns from young person under 16 year old that they are having or contemplating having sex: -

- The young person should be persuaded to talk to a parent/carer or seek other advice
- Child protection issues should be considered, and referred to the teachers responsible for child protection under the school's procedures
- The young person should be properly counselled about contraception, including precise information about where young people 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 confidentiality policy

Confidentiality

Teachers cannot offer unconditional confidentiality.

In the case where a teacher learns from an under 16 year old that they are having or contemplating having sex:-

- the young person should be persuaded to talk to a parent/carer or seek other advice
- Child Protection issues should be considered, and referred to the teachers responsible for Child Protection under the school's procedures
- the young person should be properly counselled about contraception, including precise information about where young people can access contraception and advice services
- in any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first
- 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 confidentiality policy.

Monitoring and Evaluation

Learning will be assessed as part of the overall PSE provision delivered through Tutor Time, Assemblies and bespoke workshops/presentations. Assessment will be included as part of the provision and reviewed by the Tutor Champion.

Outside agencies that give presentations will have follow up questionnaires to assess students' views and reflect on their progress and measure what they know, understand and can do.