

# SEX AND RELATIONSHIP EDUCATION POLICY

## Introduction

Sexuality is seen as a positive part of a person's growth and development throughout life. During their School life students will gain an understanding of the changes that take place during puberty and beyond. Students will also explore issues and develop skills that will enable them to communicate and make wise decisions within personal relationships.

The delivery of sex education is aimed at preparing students for the responsibilities and experiences of adult life. Issues will be dealt with in a clear, objective and open manner to tackle common misconceptions and myths. This will give students the necessary information they need to act responsibly and to make clear and well informed choices and to recognise the moral implications and risks of certain types of behaviour.

## Emotional and physical development of young people, the nature of sexuality and the process of reproduction.

An emphasis will be placed on understanding the reasons for abstinence as the preferred choice for many. Sexual relations will be discussed in the context of a stable and loving relationship and family values will be promoted. The idea of responsibility for one's actions will be clearly focused upon.

In recognition of this, the School has the following aims and objectives within SRE.

### Aims

- To enable students to make informed, reasoned and responsible decisions about their sexual behaviour in the context of personal relationships.

- To help develop self-esteem and self-confidence in young people as the foundation for responsible and caring sexual relationships.

- To help young people be positive and confident about the physical, emotional and moral aspects of their own sexual identity.

- To understand areas of sexual health and related mental and physical issues.

### Objectives

- To develop knowledge and understanding about puberty, personal relationships, reproduction, menstruation, contraception, parenthood, sexually transmitted infections including AIDS and risks involved in sexual activity.

- To promote an awareness of the pressures on a young person's sexual behaviour and self-image and to help improve assertiveness and the confidence to cope with such pressure.

- To encourage the values of stable family life, marriage and the responsibilities of parenthood, but also to recognise there are alternative lifestyles.

- To understand the spiritual, moral, social and cultural implications of sexual activity and an awareness of current laws relating to this.

- To develop communication and decision-making skills and the personal qualities, of dignity, loyalty and respect for themselves and others.

- To explore and challenge male and female role stereotypes and prejudices and encourage respect for differences in relation to gender and sexuality.

- To inform students about sources of confidential, professional advice and support in relation to sexual matters.

### **Moral and Values framework**

Our School believes that SRE should be delivered within the following moral framework. Our programme promotes:

- Self respect
- respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality.
- emotional and physical development of young people
- the nature of sexuality and the process of reproduction
- taking account of other people's feelings
- mutual support and co-operation
- honesty
- accepting the responsibility for the consequences of our own actions
- the right of people to hold their own views
- not imposing our views on other people
- the right not to be abused by other people or taken advantage of
- the right to accurate information about sex and relationship issues
- sexual relations will be discussed in the context of a stable and loving relationship and family values will be promoted
- abstinence will be presented as the preferred choice.

### **Equal Opportunities Statement**

Our School ensures that effective SRE is available to all students. Our SRE programme responds to the needs of individual students and takes students, cultures, faiths and family backgrounds into consideration. Students with special educational needs may be given extra SRE support by SEN staff, as appropriate.

### **Content/Learning Objectives of the SRE programme**

The content is developmental with topics and skills being revisited and built upon as students progress through Years 7 to 13

In Year 7, some class tutors teach Citizenship. The Year 7 tutors involved receive training and guidelines from the Curriculum Leader about SRE guidelines. In Years 8, to 11, specialists, who have more experience in teaching sensitive areas, understand individual needs and have a deeper awareness of current issues, deliver SRE.

The content was decided in consultation with staff, students and SRE guidelines. Consideration of the students' social, physical and emotional maturity has also been part of the development of the programme.

Please see Appendix 1 for the topics covered in Citizenship that potentially highlight SRE issues.

### **Organisation of the SRE Programme**

The Citizenship Co-ordinator and Senior Line Manager are responsible for the organisation of the SRE programme. SRE is delivered predominantly in Citizenship lessons to ensure a comprehensive coverage. However consolidation and extension of SRE is found in Science, RE, PE and during assemblies.

Ground rules will be developed during SRE lessons based on respect. The only additional considerations specific to SRE ground rules (as opposed to basic class rules) will be a need to reflect safeguarding issues.

These include:

Explaining to children that if a teacher suspects that they are at risk from harm, then they will need to tell another adult.

Avoid direct personal questions about sexual health/activity to staff from students.

Encouraging students to reflect honestly about their sexual health – but respecting

confidentiality through use of a question box.

Active learning techniques such as role-play, paired and group discussion, interviewing and presentations, are used in the teaching of SRE as much as possible. Students will also be given many opportunities to reflect on what they have learnt in SRE lessons. When discussing issues of contraception, effort is made to provide teachers with a contraception box to give students a first hand look at different examples of contraception.

Most of SRE is delivered in mixed sex groups. However sometimes, both boys and girls cover the same material, but are then given opportunities to discuss what has been covered in single sex groups where they might feel more comfortable doing so.

The Citizenship Co-ordinator thoroughly reviews any potential resource to ensure that there is no stereotyping, bias or prejudice. Many of the resources used are on the recommendation of other professionals.

### **Dealing with sex-related pastoral incidents**

Any sex-related pastoral incident is reported to the Deputy Head responsible for safeguarding children. The Deputy Head will consult with the Guidance Leader and the School's medical personnel on the appropriate course of action. At all times the interests of the student will be paramount. The student who has perpetrated the sex-related incident will be dealt with in accordance with the School's behavioural and bullying policies. If appropriate, the School may involve external agencies.

### **Using visitors to deliver SRE**

Visitors are occasionally used to deliver aspects of SRE, but as their availability cannot be relied upon, the SRE

programme is taught with no assumption of support from external speakers.

Whenever an external speaker is to be used to deliver a lesson or activity that is related to SRE, we encourage a planning session with the speaker and a member of the teaching staff to ensure that the input will be worthwhile and also to check the suitability of the content.

All visitors are made aware of the SRE policy and staff evaluate all lessons. All external visitors are subject to safeguarding checks following School procedure. A member of staff will also supervise the visitor at all times.

### **Confidentiality**

Students' confidentiality is respected in all SRE lessons and they are made aware of the fact that what they say in lessons will not be repeated to anyone else unless a member of staff suspects that the child is at risk from harm.

### **Informing parents/carers and parents right to withdraw their child from aspects of the programme.**

Provision can be made for students whose parents wish their child to be removed from SRE lessons to work in another classroom on related matters, while SRE is being delivered to their class.

### **Child Protection/Safeguarding Procedures**

The School has a designated leadership team member who is responsible for safeguarding children procedures. If a member of staff suspects that a child is at risk from harm or neglect, they need to inform this person and record any evidence that supports their concerns.

As part of SRE ground rules, staff need to make it clear to students that if they suspect anyone is at risk from harm, they will need to tell another adult.

**Approach to potentially controversial and sensitive issues.**

All staff are aware that everyone has views on SRE related issues. However, while it is respected that everyone has the right to their own viewpoint, all SRE issues are taught without bias. Topics are presented with all viewpoints so that students are able to form their own opinions, but are also encouraged to respect the fact that others may have quite different viewpoints.

**Withdrawal of a child from sex education**

The Citizenship Co-ordinator will be notified of any parent wishing to withdraw their child from any aspect of the sex education course. The Citizenship Co-ordinator will ensure that any student who is withdrawn, has alternative work set.

**Appendix 1 - Sex Education Provision Uxbridge High School 2009/10**

KS3 and 4 additions to the scheme of work:

Year Group	Title Covered Science	Title Covered Citizenship	Learning objectives
7	Reproduction	Covered in science	Pupils learn about the reproductive system from a scientific point of view. The mechanical aspect of sex and a sexual relationship is briefly covered.
8	Microbes and Diseases	1. Good relationships 2. Media and Young People 3. What is right for me? 4. Is everyone doing it? 5. Nurse Visit covering STI's and Contraception.	<b>Lesson 1: Good Relationships</b> 1. What is a relationship? 2. What does a relationship need to healthy?
			<b>Lesson 2: Media and Young People</b> 1. How are young people portrayed in the media? 2. How does the media's portrayal affect young people?
			<b>Lesson 3: What is right for me?</b> 1. How do friendships and relationships develop? 2. How do friendships and relationships develop over time?
			<b>Lesson 4: Is Everyone Doing it</b> 1. What reasons are there for and against having or delaying a sexual relationship? 2. What pressures come with a sexual relationship?

Year Group	Title Covered Science	Title Covered Citizenship	Learning Objectives
9	Inheritance and Selection	1. Age of consent 2. Contraceptive advice 3. British pregnancy rate	<b>Lesson 1: Age of Consent</b> <ol style="list-style-type: none"> <li>1. Be able to DESCRIBE where the pressure for sexual relationships at a young age comes from</li> <li>2. Be able to EXPLAIN what is meant by 'Age of Consent'</li> <li>3. Have made DECISIONS about whether the age of consent should be raised in England.</li> </ol>
			<b>Lesson 2: Contraception Advice</b> <ol style="list-style-type: none"> <li>1. Be able to DESCRIBE the various types of contraception</li> <li>2. Be able to EXPLAIN the arguments For and Against young people gaining contraceptive advice without the agreement of their parents</li> <li>3. Have formed OPINIONS about whether young people should be able to obtain the advice without the agreement of their parents</li> </ol>
			<b>Lesson 3: British Pregnancy Rate</b> <ol style="list-style-type: none"> <li>1. Be able to DESCRIBE the scale of the problem regarding teenage pregnancy.</li> <li>2. Be able to EXPLAIN possible solutions to the problem of teenage pregnancy together with their strengths and weaknesses.</li> <li>3. Have formed OPINIONS about what can be done about the problems of teenage pregnancy.</li> </ol>

Year Group	Title Covered Science	Title Covered Citizenship	Learning Objectives
KS4 - KS5	Year 10 B1A- Coordination and Control, Controlling Infectious Diseases	<ol style="list-style-type: none"> <li>1. Sexuality</li> <li>2. Gender Roles</li> <li>3. Sexuality and the Law</li> <li>4. Sexual orientation</li> </ol>	<p><b>Lesson 1: Sexuality</b></p> <ol style="list-style-type: none"> <li>1. What is sexuality?</li> <li>2. How does sexuality affect people's lives?</li> </ol>
	Year 11- Cells and Inheritance		<p><b>Lesson 2: Gender Roles</b></p> <ol style="list-style-type: none"> <li>1. What gender stereotyping exists?</li> <li>2. What assumptions are made upon gender?</li> <li>3. How does gender typing affect people's lives?</li> </ol>
	AS level- Biology		<p><b>Lesson 3: Sexuality and the Law</b></p> <ol style="list-style-type: none"> <li>1. What laws govern sexual behaviour?</li> </ol>
	A-level Biology		<p><b>Lesson 4: Sexual Orientation</b></p> <ol style="list-style-type: none"> <li>1. How do some people's sexual orientations affect people's attitudes towards them?</li> <li>2. What are the possible consequences for these attitudes?</li> </ol>