

BECTON SCHOOL

**Sex and Relationships
Policy**

Principles

1.1 Sex and Relationship Education (SRE) is a major component of the school's comprehensive programme of Personal, Social, Emotional and Health Education.

1.2 In all areas of human experience a good base of knowledge and understanding is deemed necessary for informed opinions and decisions to be made – human sexuality is no exception.

1.3 It is vital that students receive effective SRE before they become sexually active or put themselves at risk in other ways. It is also vital to correct prejudice and misinformation that may affect relationships with others both now and in the future.

1.4 The importance of sexual relationships in all our lives is such that SRE has a crucial role to play in preparing children for their lives now and in the future as adults and parents. In SRE learning information about the physical aspects of sex must be complemented by learning about family life, relationships and the exercise of personal responsibility towards other individuals and the broader community.

1.5 In drawing up the school's policy due regard has been given to:

- consultation with parents/carers, governors, teachers, school nurse and others in the local community;
- national, local and school based problems and issues;
- the issues of content, organisation, methodology, resources, outside speakers, the explicitness and presentation of their material (including the presence or intervention of teachers as appropriate);
- encouraging students to have regard to moral considerations and to appreciate the value of a stable family life, self-restraint, dignity, respect and to behave responsibly in sexual matters.

2. Definition of Sex and Relationship Education

2.1 SRE is a term which refers to the physical, emotional, intellectual, spiritual, moral, social and cultural aspects of a student's development, taking into account personal relationships, culture, beliefs and value systems, responsible attitudes and appropriate behaviour. The process of SRE is a combination of the sharing of information and exploration of issues and attitudes.

3. Aims

3.1 The overall aim of the programme is to support the personal and social development of all students, ensuring that they have the ability to accept their own and others' sexuality in positive ways and to enjoy relationships based on mutual respect and responsibility, free from any abuse. All students have the right to experience a programme of sex education and personal development at a level that is commensurate with their age and physical development that will prepare them for adult life.

- The school recognises that SRE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (Sex Education Forum 1999).
- The school believes that effective SRE can make a significant contribution to the personal development needed by students in order to establish and maintain healthy relationships. It also enables young people to make responsible and informed decisions about their health and well-being.
- The school will regularly consult the students regarding their views of their sex and relationship education and contact parents/carers via letter to inform them of the time and nature of the lessons. At this point parents/ carers have the opportunity to opt their child out of SRE lessons.

- If the school becomes aware that a student is pregnant, the school must have confirmation that the parents/carers have been informed within 48 hours or the school will take action to ensure the parents/carers are told.
- The school will regularly review the schemes of work relating to SRE to ensure the content and style of delivery is appropriate for the students involved.
- The school aims to promote self-esteem, self-confidence, informed decision making and development of positive values through SRE education.
- Where appropriate external agencies will be invited to contribute to the SRE programme.

4. Objectives

- To discover what students know, understand, think and feel about their sexuality and to identify their needs.
- To create a spiral curriculum for progressive and differentiated learning sensitive to individuals and groups.
- To promote the ethos of caring and loving relationships which value and respect self and others.
- To promote an understanding of the responsibilities and consequences of one's actions in relation to sexual activity and parenthood.
- To enable students to accept variations in rates of growth and development physical, emotional and social.
- To understand the arguments for delaying sexual activity and the reason for having protected sex.
- To develop skills in handling personal relationships such as communication, assertiveness and responsibilities to minimise risk taking behaviour.
- To develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- To avoid being exploited or exploiting others, including via technology.
- To enable students to be informed in order to challenge sexism and prejudice in society in relation to gender, race, disability or sexual orientation and to promote equal opportunities.
- To be aware of the sources of help and to acquire the skills and confidence to use them.
- To ensure students understand how the law applies to sexual relationships.

5. Curriculum

- All students follow the PSHEE Key Stage 3 Schemes of Work; all students follow the PD Programme at Key Stage 4.
- PSHEE Schemes of Work follow a similar thread and build upon one another throughout the student's time at Becton School. For the SRE topics this includes puberty and adolescence, respectful relationships, appropriateness of actions, sexually transmitted infections, contraception, sources of confidential support or advice, abortion, values, beliefs and morality, government legislation, parenthood, biological reproduction, dealing with pressure, issues around explicit media relating to healthy relationships and homosexual relationships.
- The social, moral, spiritual and cultural implications of different decisions in relationships is considered across all year groups.

6. **Values and Attitudes**

As well as knowledge and understanding students will be encouraged to consider the importance of the following values which are derived from the school ethos:

- respect, love, care and valuing of themselves and others;
- understanding and sensitivity towards the needs and views of others;
- exploring, considering and understanding moral dilemmas;
- responsibility to the school, their family and the wider community;
- consequences of actions and implications of different choices.

7. **Skills and Abilities**

Students will be helped to develop the following skills:

- communication, including how to manage changing relationships and emotions;
- recognising and assessing potential risks;
- assertiveness;
- seeking help and support when required;
- informed decision-making;
- self-respect and empathy for others;
- recognising and using opportunities to develop a healthy lifestyle;
- managing conflict;
- discussion and group work.

8. **Expectations**

8.1 Staff are expected to:

- create a positive and secure learning environment where sharing attitudes and values and asking questions is encouraged;
- ensure the outcomes and objectives of the schemes of work are covered at the appropriate time;
- refer any safeguarding issues arising to the named member of staff;
- keep communication between a teacher and a student confidential unless the conversation results in the teacher believing that the student is at risk;
- withdraw from these lessons any students whose parents/carers have requested the school to do so.

8.2 Students are expected to:

- follow the expectations for behaviour, value the contributions of others and keep comments of others during SRE lessons confidential;
- exercise maturity in undertaking all lesson activities during SRE lessons.

8.3 The subject leader is expected to:

- write to parents/carers before students' SRE lessons begin to inform them of the content, context and nature of the lessons with the option of withdrawing their children from PSHEE SRE lessons if preferred;
- provide students with sources of confidential support or advice when requested and may allow a student to visit a sexual health clinic during school hours if there is an urgent need;
- support subject teaching staff in delivering a sensitive topic;
- monitor and evaluate SRE, ensuring the SoW respond to the needs of our students.

8.4 Parents/carers are expected to:

- read the correspondence from the school and contact the school if they would like any additional information.

9. **Specific Issues**

9.1 The following may occur as part of education and staff, parents/carers, visitors and students need to understand the school's procedures.

9.2 **Confidentiality and advice –**

Students will be made aware that some information cannot be held confidential and made to understand that if certain disclosures are made certain actions will ensue. At the same time students will be reassured that their best interests will be maintained and offered sensitive and appropriate support. The following procedures must be adhered to by all staff or associate adults:

i) **Disclosure or suspicion of possible abuse –**

The school's safeguarding procedure will be invoked (see Safeguarding Policy) and the teacher must speak to the designated member of staff as soon as possible.

ii) **Disclosure of pregnancy or advice on contraception –**

Students who are in difficulty must be directed to a senior member of staff and assured that they will be supported. These nominated members of staff have access to the appropriate outside agencies. Contraceptive advice may not be given to individual students by staff, however, students can be directed to the school nurse or appropriate outside agencies.

The school will always encourage the students to talk to their parent/carer first regarding contraception and speak to their parent/carer before the school is obligated to do so.

9.3 **Facts**

As part of the SRE programme issues of contraception, HIV/AIDS, sexuality and abortion are addressed. Facts will be presented in an objective and balanced way, with students being encouraged to consider their attitudes and values within the framework set out. They will be made aware of the difference between fact, opinion and religious belief.

10. **Parental Partnership**

The views and participation of parents/carers is vital for the most effective SRE programme. Information on the content of the programme and examples of resources are available for parents/carers to view and letters or special meetings are arranged to inform parents/carers about some sensitive issues before they are presented to students. Staff will also explain how parents/ carers can assist in enhancing that part by discussions and support at home. Under the Education Act parents/carers have the right to withdraw their children from all or part of the SRE programme except for parts included in the statutory National Curriculum. Parents/carers wishing to exercise that right are asked to put this in writing to the

Head via the opt out slip. The school will contact parents/carers to resolve any misunderstandings. Once a child has been withdrawn they cannot later take part without parental approval.

11. Complaints Procedure

Any complaints about the SRE curriculum should be made to the headteacher who will report to the governors via the link governor.

12. Monitoring

- The Teacher responsible for SRE will monitor and evaluate SRE and consult the appropriate stakeholders to inform the schemes of work.
- The Teacher responsible for SRE and SLT link will monitor PSHEE lessons annually and as part of subject reviews.
- The full policy is available to parent/carers on application to the school and information is published in the school prospectus.
- A nominated governor will have a link role between the school and the governing body.

13. Other Policies and Documents with relevance to SRE are:

- Single Equalities Policy
- Anti-bullying Policy
- Personal, Social Emotional and Health Education Policy
- Spiritual, Moral, Social and Cultural Development of Students Policy
- Safeguarding Policy
- Drugs Education Policy
- Curriculum Policy