



B11 Sex and Relationship Education

Responsibility: MDu

Date: April 2016

Next Review: April 2018

1. Introduction

- 1.1 The school recognises that parents have an important role to play in helping their children cope with the physical and emotional aspects of growing up and in preparing them for the joys and challenges and responsibilities that sexual maturity brings. It believes that any teaching is complementary to, and supportive of, the parents. However, it is acknowledged that some parents may not feel able to discuss sexual matters fully with their children.
- 1.2 The school therefore has a clear responsibility to help prepare pupils for adult life. Appropriate and responsible sex and relationship education is therefore an important element of the personal and social work undertaken by the school.
- 1.3 The policy is the result of discussion between teachers, pupils, parents and governors of the school. The school seeks to involve all sections of the school community in preparing appropriate health education and welcomes the views, ideas and support of all interested parties.

2. Aims and Objectives of Sex Education

- 2.1 The main aim of sex education is to support the personal and social development of all pupils, ensuring that they have the ability to accept their own and others sexuality; to express their sexuality in positive ways; and to enjoy relationships based on mutual respect, trust and responsibility.

2.2 Objectives

- To understand aspects of Britain's legislation regarding sexual behaviour.
- To understand the biological aspects of reproduction.
- To consider the advantages and disadvantages of various methods of family planning in terms of personal preference and social implications.
- To be able to recognise and discuss sensitive and controversial issues which involve a serious consideration of attitudes, values, beliefs and morality.
- To understand that organisms can be transmitted in a variety of ways, in some cases, sexually.
- To be aware of the availability of statutory and voluntary organisations which offer support in human relationships (e.g. Relate) and sexual matters (e.g. Cash and local Health Centres) and to acquire the skills and confidence to use them.
- To encourage unembarrassed acceptance of sexuality by providing appropriate vocabulary for all parts of the body and encouraging positive attitudes towards all body functions.
- To generate an atmosphere where questions and discussions on sexual matters can take place without embarrassment.
- To provide constant reassurance that change is part of the life cycle, and give help in adjusting to these changes.
- To understand the value of family life and the implications of parenthood.
- To encourage development of skills in personal relationships, for example, communication and assertiveness.

- To encourage development of skills in decision-making and problem solving.
- To help pupils assert their rights, to be able to resist unwanted touch or advances and to communicate about such matters.
- To inform pupils and parents of issues regarding online safety and raise awareness of the relevant risks associated with sex & relationships.
- To make sure pupils know how to access support if they experience any problems with online safety issues.
- To encourage pupils to take a responsible attitude to the use of the internet, social-media and new technologies, based on the online safety issues related to sex, relationships and 'sexting'.

3. Moral and Values Framework

- 3.1 Sex and relationship education should aim to present the facts in a balanced and sensitive manner, set within a framework of values and an awareness of the law on sexual behaviour. Pupils should be encouraged to appreciate the value of family life, stable relationships and the responsibilities of parenthood. They should be enabled to recognise the physical, emotional and moral implications of different types of behaviour and to accept that each individual must behave responsibly in sexual matters.
- 3.2 Sexuality may be culturally defined – being influenced by family, peers, religion and race. It is therefore inappropriate for individual teachers to assume responsibility for being moral arbiters on issues over which society itself is unable to reach consensus. By providing information about different attitudes towards sex education topics, and encouraging discussion in an atmosphere of trust and respect, it is possible to encourage and to help pupils develop a moral framework from which they can make rational, mature and responsible decisions.

4. Controversial Issues and Explicit Questions

- 4.1 Issues such as homosexuality, abortion, HIV/AIDS and contraception are an integral part of education about sexuality. Pupils should be enabled to understand and reflect upon a variety of opinions and ideas. Moral and religious codes may help shape our thinking about such matters but there is no consensus in society, and it would be wrong to assume there is.
- 4.2 Pupils may ask explicit questions about sexual matters. The school will be open and honest about all sexual matters, but the teacher will need to assess why the questions are being asked and will then ensure that the pupil is not ignored or put down. However, it may not always be appropriate to answer questions in front of the whole class and a teacher should not hesitate to explain this to pupils.

5. Content, Organisation and Methodology

- 5.1 The PSHE Co-ordinator, in liaison with the senior management and the governing body of the school is responsible for the content and delivery of sex and relationship education via PSHE. Detailed information about the content is available from the Head of Science and the Head of RPSE. The governing body of the school has approved this content, which follows the government's national curriculum guidance on sex and relationship education.
- 5.2 The school prospectus informs parents about sex education in the school. Parents have a right to withdraw their children from sex education classes except that which forms part of the national curriculum. Parents should notify the school in writing if they wish to withdraw their children from these lessons. Pupils may use the school library at these times.
- 5.3 Sex education is usually taught to mixed groups of pupils in the school. Teachers use a wide range of methodologies and there is an important emphasis on the development of appropriate skills such as listening and communicating effectively, assertiveness training and resisting peer pressure. Active learning involves discussions, role-plays, surveys and problem solving.
- 5.4 The school recognises that sex education should not be over emphasised or sensationalised. It is part of a wider health education programme and as such teachers who know the pupils well teach the vast majority of the work. Outside speakers, if used at all, are there to complement

the work of the teacher.

- 5.5 The school has worked hard to develop and maintain links with our local health care professionals. Local doctors and other health care professionals are invited into school on occasions to inform pupils about access to health services. This is a valuable part of the health education programme.
- 5.6 Many pupils (and adults) feel insecure when talking about sexual matters; this must be recognised and respected. Small group work is often used as many pupils find this easier than full class discussion. Pupils should feel they have the right not to discuss a particular issue if they feel uncomfortable with it. The teacher should facilitate the group to establish very firm ground rules about what is, and what is not, acceptable.

6. Training

- 6.1 The school recognises the need for well-trained teachers of sex education and encourages all those involved to attend appropriate training.

7. Individual Advice to Pupils

- 7.1 If a pupil approaches an individual teacher for advice on a sexual matter, they do so because they feel confident and comfortable with that person. The teacher should point out that the school offers a confidential advice service to young people – Spectrum. Depending upon the nature of the concern/question, the member of staff should advise or encourage the pupil to talk to their parents about the matter, but should not do so themselves unless asked by the pupil to act as an intermediary.
- 7.2 It may well be that the pupil, having approached a teacher, may wish them to act as an intermediary. In some circumstances it may not be appropriate for parents to become involved. In these cases the teacher should ensure that the pupil knows where to obtain medical advice and encourage the pupils to discuss this with their parents. Pupils must be made aware that even if they request confidentiality, information may have to be passed, so confidentiality cannot be guaranteed eg. information regarding abuse
- 7.3 Any discussion between a teacher and a pupil about a sexual matter should be discussed in a confidential and if necessary, anonymous way with the school nurse. If a child discloses any information about sexual abuse, the matter must be passed on immediately to the Designated Safeguarding Officer and dealt with via guidance from the Safeguarding policy – C31
- 7.4 A pupil may discuss any issue with the school nurse in a confidential manner. Any matter regarding child protection issues will be dealt with by informing appropriate senior staff and other professionals.

8. The Headteacher and the Governing Body

- 8.1 The Headteacher takes overall responsibility for the policy and its implementation in school. This responsibility includes liaison with the governing body, parents, the LA and appropriate agencies.
- 8.2 The Headteacher will be responsible for any contact with the media. No other member of staff should speak to the media about matters covered by this policy. At all times, the Headteacher will ensure that if any reporting of incidents does take place, it is in the best interest of the pupil, his/her family and the school.
- 8.3 This policy was approved by the Governors in the autumn of 2004 and reviewed in 2007, 2010, 2012, 2014 and 2016