

NEWBRIDGE SCHOOL

Sex and Relationships Education Policy 2017-2019

OTHER POLICY LINKS

[AT Equal Opportunities Policy](#)

[Anti-Bullying Policy](#)

[Safeguarding/Child Protection](#)

Updated: January 2017

Review Date: January 2019

POLICY FORMATION, CONSULTATION AND DISSEMINATION

The policy was reviewed in the light of the DfEE guidelines (July 2000) in consultation with senior staff, school nurse, and staff of the Sexual Health Education Unit of the NHS. It was then discussed with staff and governors, and adopted as school policy. Parents have the opportunity to view the policy on request.

AIM AND OBJECTIVES OF THIS POLICY

Aim: The aim is that this policy contributes to our ethos of valuing and including each individual in the school community and that it informs staff/student relationships, both one to one and in PSHE and other lessons.

Objectives: Towards this aim, students will be given:

- Objective factual information about the human body and its changes appropriate to the age and individual stage of development of each youngster. This may include information about reproduction, control of fertility, safer sex, sexuality, sexual relationships and information about confidential helping services.
- Opportunities to clarify some of their attitudes towards friendships, sexuality and gender.
- Opportunities to discuss some moral issues – hearing the points of view of others and respecting other people’s decisions, rights and bodies.
- A chance to explore ideas about family, marriage, parenting and the ways in which people care for each other, and the benefits of stable relationships.

MORAL AND VALUES FRAMEWORK

Our framework of values for sex and relationship education, to which all of us teaching the subject subscribe, is to present facts in an objective, balanced and sensitive manner and to attempt to foster:

- A respect for self and others.
- Non exploitation in sexual relationships, encouraging each to be sensitive to the needs and views of others.
- A culture in which we explore rights, duties and responsibilities in relationships.
- An acknowledgement and understanding of diversity regarding religion, culture, sexual orientation, physical and mental ability and social class.
- Realistic discussion where appropriate about the effects of early sexual activity and society’s attitude towards this.

The personal beliefs and attitudes of teachers will not influence the teaching of sex and relationship education within the PSHE framework.

CONTENT HEADINGS FOR SCHOOL SEX AND RELATIONSHIP EDUCATION PROGRAMME

Please see PSHE Scheme of Work and additional programmes for KS3, KS4 and Post 16 available from co-ordinator.

ORGANISATION OF SCHOOL SEX AND RELATIONSHIP EDUCATION

Name of PHSE co-ordinator: Miss Charlotte Webby-
(responsible for planning the PHSE programme and staff training)

Name of Sexual Health Nurse: Vicky Booth

Who will teach the programme?

Sex and Relationship forms part of the PSHE programmes of study and as such should be taught by the staff teaching PSHE. In addition to this students for whom it is appropriate, will have a short course of lessons supported by the School Nurse and other professionals as required.

Training Provision

All staff will be offered training regularly to enable them to feel comfortable teaching the programme. The local Sexual Health Education Unit provides such training free, as does the LEA Teacher Adviser for PSHE.

Approach and Methodology

Following the DfEE guidelines on sex and relationship education (July 2000) we use a variety of teaching methods including active learning, discussion, social modelling, drama/role play, play, art and project learning, and encourage reflection.

A safe environment for discussion is created by the use of ground rules and distancing techniques. We carefully select leaflets and other written material from the best that is available at any time (parents are very welcome to see any of this material). The Key Stage 3 teaching resource produced by the Sexual Health Education Unit has been adapted and is used along with other material. Informal language for parts of the human body, and sexual activity, may be used in the class but formal terms will be taught. Appropriate terms and language will be agreed.

Teachers will be offered guidance on answering students' questions as part of their specialist training. If a question seems too explicit, or inappropriate for the whole class, the teacher will acknowledge it and address it later on an individual basis.

Curriculum Entitlement

The amount of time devoted to formal PSHE lessons varies according to the age and developmental level of the students.

Every Child Matters (ECM)

We aim to promote the following outcomes relating to ECM:

- be healthy
- stay safe

Procedures for reviewing effectiveness of programme

An evaluation meeting will be held every few years as part of the training programme with all staff, and student views will be sought by a variety of methods including discussion, staff observations, annotating work and questionnaires. Parents' views will be sought by feedback at parents' meetings. The programme will be responsive to these views.

Complaints Procedure

Any complaint about the content or delivery of the sex and relationship education programme should be addressed to the **PSHE Co-ordinator**.

EQUAL OPPORTUNITIES

This policy links closely with the Equal Opportunities policy, the Bullying policy and the County Guidelines on Child Protection plus other policies, available in the school policy file.

'Children with learning difficulties are entitled to the same opportunity as other children to benefit from Sex Education. They may need more help than others in coping with the physical and emotional aspects of growing up; they may also need more help in learning what sorts of behaviour are and are not acceptable, and in being warned and prepared against unacceptable behaviour by adults'. Education Act 1993 Sex Education in Schools Circular 5/94.

Pupils with moderate learning difficulties will be following a modified curriculum that mirrors, as closely as possible, a mainstream education, with a focus for most on survival and life skills. Pupils with more severe and complex learning difficulties have a need and a right to learn about their sexuality and about relationships as part of their education for adult life in the community and as part of their right of access to a 'normal' pattern of living. If they are struggling within relationships, identity or loss we will try to provide them with the support they need.

Objective discussion of homosexuality and diversity in sexual orientation may take place in sex and relationship education lessons. There will be no promotion of any sexual orientation.

In the PHSE programme we attempt to select activities and resources which are age, experience, reading level and culturally appropriate. All lessons attempt to engage boys and girls equally well.

SPECIFIC ISSUES STATEMENTS

Withdrawal of pupils from sex and relationship education

Any parent wishing to withdraw their child from sex and relationship education should be encouraged to make an appointment with the PSHE Co-ordinator, to discuss the matter. Students cannot be withdrawn from any part of the teaching, which falls within the National Curriculum.

Inevitably there will be occasions when discussion of aspects of sexual behaviour and choices will arise in other curriculum areas. These discussions will be sensitively handled – and, if appropriate, the teacher can ask the PSHE coordinator to develop the subject at another time.

The links between the sex and relationship programme and the science curriculum will be identified and will be made clear to the students and staff, as will the links with the Citizenship Curriculum.

Contraceptive ‘advice’, information and referrals, and under 16’s

Students for whom it is appropriate will be taught about controlling fertility and safer sex as part of the sex and relationship education programme. This will include information on how students, including under 16s, can access local services for confidential advice and treatment. Students who have been withdrawn from sex and relationship education by their parents are still entitled to the information about local services. Worcestershire’s Little Directory is available and will be given to students as required.

It is not the role of teachers to advise on health issues, in any detail. They should encourage the student to talk to a parent/carer, and/or school nurse, young peoples’ health service, (Time 4U) or GP.

Confidentiality (in the classroom)

What a student says or writes in the classroom is by definition not confidential. Students should be encouraged to speak in general terms, rather than personal, by the use of ground rules and distancing techniques. When discussing issues in the classroom student disclosures which indicate the student is at risk (see below) must be reported by the teacher to the Child Protection Officer/Headteacher, who will decide whether parents should be informed, and any other action to be taken. Class teachers should not go direct to parents with disclosures. If a class teacher is reporting a disclosure to the Child Protection Officer/Headteacher, the pupil should be told this.

Confidentiality (individually)

Teachers should not promise absolute confidentiality to students. However, teachers are only obliged to pass on disclosures as defined by this policy. If a teacher believes a student to be at risk, she/he should inform the Headteacher/Child Protection Officer and tell the student this is what they are doing.

Teachers will recognise the importance of listening to the concerns of individual students. Staff will also be aware that young males sometimes find it more difficult than females to express emotions, and will offer support where possible. Again, teachers will not go against the student’s wishes and talk to the parents. The Headteacher will decide what action, if any, to take.

Students are deemed to be 'at risk' if they are:

- Involved in situations where they can endanger themselves or others.
- Involved in situations where they are being exploited or are exploiting others.
- Victims of abuse, physical/sexual or emotional; this would require referral to the Child Protection Officer.

If a teacher learns from an under 16 year old that they are having, or contemplating having, sexual intercourse, they should take steps to ensure that:

- Wherever possible, the young person is persuaded to talk to their parent or carer;
- That the young person understands the need for advice on sexual health and is given precise information about where he/she can access confidential contraception and advice services.
- Any child protection issues are addressed.

The School Governors and Senior Management Team will support the staff member in exercising her/his professional judgement about what is in the young person's best interest.

Procedure for involving outside educators including health professionals in the delivery of the programme

External educators can make a valuable contribution to the sex and relationship education. They must be familiar with this policy and contribute to the programme as agreed with the teacher, subscribing to our school moral and values framework, and using resources and methods agreed with the teacher. The teacher will be present during the session, and will negotiate their own role during the class, in advance.

The school nurse as health advisor/support for students

The school nurse offers a completely confidential health service at lunchtime on her work days to students, on a drop-in basis, where any student can talk about emotional or physical health issues.

Procedure for supporting any members of the school community infected with HIV, Hepatitis B or C

Staff should not expect to be informed of a student's or colleague's HIV or Hepatitis status. A member of staff who is told of a student's blood borne viral status, should inform the Headteacher and no one else. She/he will tell the student this is what they are doing. No student or member of staff will be discriminated against as a result of such a disclosure.

First aid and control of infection practice should always follow current guidelines, and assume that blood spills can be infectious in some circumstances.

WORKING WITH PARENTS

We always welcome the views of parents on what we are trying to achieve in the school. Any parent who wishes a copy of this policy can gladly have one. We also hold parents' evenings/ **parent workshops** on PSHE including sex and relationship education, where we encourage parents to be involved in discussing what we teach.



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