



Sandwell Community School

Sex Education and Relationship Policy

2015/16

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Introduction

1. The governors have a duty under the revised National Curriculum DfEE 0116/2000 to ensure that there is an up-to-date policy on sex education and for this policy to be made accessible to parents.
2. The policy will be inspected of part of the OFSTED evaluation of the school's provision of sex education as a broader programme of health education and part of the spiritual, moral and cultural development of students.
3. It is a requirement of the law and good practice that sex education is taught with regard to moral considerations and the value of family life.
4. It is required that information must be provided on HIV, Aids and Sexually Transmitted diseases.
5. Parents and those with parental responsibility have the right to withdraw their child from any part of the sex education. Parents must be informed of their right to withdraw their child from any part of the sex education programme. (An appropriate letter should be sent out explaining this).

Rationale

Sandwell Community School supports the personal and social development of all students, ensuring they have the ability to accept their own and others sexuality, to express their sexuality in positive and appropriate ways, and to enjoy relationships based on mutual respect and responsibility. Students need to be given information and opportunities for discussion, which will enable them to be able to explore their own feelings and make informal choices as a result.

What is Sex and Relationship Education?

It is a lifelong learning about physical, moral and emotional development. It is an understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

It has three main elements:

1. Attitudes and Values

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision making

2. Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively
- Develop self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with the absence of
 - prejudice
- Developing an appreciation of choices made
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse

3. Knowledge and Understanding

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, reproduction, sexual health, emotions and relationships
- Learning about contraception and the range of local and national sexual health advice, contraception and support services
- Learning the reasons for delaying sexual activity and the benefits to be gained from such delay
- The avoidance of unplanned pregnancy

The Sex and Relationship education programme at Sandwell Community School aims to:

Promote Attitudes and Values such as:

- Self-respect
- Respect for others
- Non exploitation in sexual relationships
- Honesty with self and others
- Moral considerations
- An exploration of the rights, duties and responsibilities involved in sexual relationships acknowledgment and understanding of diversity regarding religion, culture and sexual orientation.

Develop Personal and Social Skills by helping students to:

- Develop understanding of themselves and sexual relationships
- Promote responsible attitudes and behaviour
- Reduce guilt and anxiety about sex
- Combat exploitation
- Develop the language and communication on sexual matters
- Develop skills for future parents

Promote the ability to make informed decisions about relationships, health and contraception

- Promote an awareness of how/where students can go to seek further guidance to teach students how to seek professional advice confidentially

Cultivate Knowledge and Understanding in the Curriculum at KS3 and 4 as shown in the table below:-

Key Stage 3 Science	Key Stage 4 Science
<ul style="list-style-type: none">• Reproduction• Organs• Pregnancy• Birth	<ul style="list-style-type: none">• Contraception• IVF• Fertility Treatment• Unprotected Sex• STIs• Pregnancy

The relationship aspect of sex education is taught as part of the Cross Curriculum programme within PHSE, Mentoring session lessons and Science.

Key Stage 3 Science / Mentoring / PSHE

- | | |
|--|--|
| <ul style="list-style-type: none"> • Puberty – problems • Anxieties and worries • Feelings and thoughts • Legal age of sex • Teen pregnancy • Homosexuality • Contraception (natural methods) | <ul style="list-style-type: none"> • Emergency contraception • Sexual Rights and Responsibilities • Sex myths • Signposting for advice • Sexual Abuse • Marriage and The Family Unit • CSE/ Sexual Exploitation |
|--|--|

Key Stage 4 Science / Mentoring / PSHE

- | | |
|---|--|
| <ul style="list-style-type: none"> • Attitudes, values, beliefs and morality • The law on sexual behaviour • Age of consent • Understanding the moral and spiritual values of different cultures and groups • Stereotyping • Awareness of the range of sexual activities and behaviour in society • Parenthood and the needs of a baby • Raising children • The emotional, physical and social consequences a baby | <ul style="list-style-type: none"> • Relationships and feelings • Separation and Divorce. • To challenge sexism and prejudice in society • Development of social skills and strategies to reduce the risk of exploitation, misunderstanding and abuse • Teenage pregnancy and how to cope. • Issues & moral considerations of contraception and sterilisation • Develop awareness of sexual identity • The benefits of family life |
|---|--|

Programme Delivery

Sandwell Community School believes that learning about sexuality and relationship is a lifelong process and that it will occur in both the school and home setting and in both formal and informal ways. However, sex education is much too important to be left to chance and therefore, it must be part of a well-planned and coherent and relevant PSHE Programme. Students will be taught Sex Education in mixed gender groups.

Assessment

Evidence that an appropriate combination of knowledge, understanding, attitudes and values have been delivered to students will be secured through accreditation via the AQA Unit Award Scheme (PSE Units). Teachers will report to parents via the annual report making a comment on student's progress relating to the PHSE topics studied. Personal and Social Skills will be assessed by monitoring student's behaviour.

Outside Agencies

The school recognises that links with outside agencies have a vital role to play in delivering up to date information to young people. It therefore, will be a priority to maintain good working links with these organisations such as the School Nurse, Brooke, Womens Aid and other specialist organisations.

Teaching and Learning

A major focus of this teaching and learning is creating a social norm amongst peers where unwanted pressure to become sexually involved is unacceptable. Group discussion, key questioning and an enforcement of ground rules will ensure that all myths are dispelled and knowledge is shared amongst the most vulnerable students.

DVDs and Powerpoints will be used to provide information and trigger discussion points. They are also useful to put across a range of different viewpoints which may not otherwise be expressed. All DVDs used are

viewed by teaching staff beforehand and their suitability and relevance is frequently debated.

Ground rules and confidentiality of information shared must be stressed before controversial topics are tackled.

Teaching approaches used will ensure that students are provided with the opportunities to

- Acquire relevant useful information
- Learn and practice social and personal skills such as communication, negotiation, asking for help and making safe decisions
- Explore positive values and healthy attitudes

Equal Opportunities

Sex Education should be accessible and relevant to all students and should be appropriately differentiated for students with special needs (including all ethnic minority groups within the school). Safeguarding, child protection, confidentiality, gender differences and religious beliefs must all be considered in equal measure when

Sex Education is delivered in school. Particularly sensitive topics could be:-

- LGBT

This is discussed objectively under topics such as sexual orientation and homophobic bullying.

- Abortion

Any discussion of abortion will involve the views of religious faiths and both medical and ethical considerations.

- HIV/AIDS/STIs

Informative discussions covering the transmission of the HIV virus will, by the very nature of the subject, include mention of asexual acts and practices. Teachers will deal sensitively and objectively with information of this kind, at the same time trying to avoid the development of bias and prejudice. Staff

must be aware that they may be dealing with students who are HIV positive or who have close links with others who are.

It may also be the case that the teaching of apparently related topics will occasionally lead to a discussion of aspects of sexual behaviour. Teaching

staff will endeavour to answer student's questions honestly and sensitively but without divulging personal information and without bias.

o Contraception Advice

Teachers MUST distinguish between sex education and advice to individual students and particular care must be shown in relation to contraceptive advice to students under 16. Students will be encouraged to seek contraception advice from the School Nurse, Brooke Advisory or their own GP. A selection of staff have been trained to offer Chlamydia testing. Any such testing carried out should be reported to the school nurse for recording on their school medical files.

If a teacher believes the conduct of a student is likely to place him or her in moral danger, physical risk or breach of the law, the teacher should ensure the student is aware of the implications and guide him/her towards advice from parents or health professionals. The Head teacher/DST should be informed immediately and treat information causing concern as a Safeguarding Issue.

Guidelines for students who are sexually active

An effective sex and relationship education programme should enable and encourage young people to talk about sexual matters with a trusted adult. Ideally this should be a parent but in cases where this is not possible students should be given contact details of health professionals who can give them the advice.

Dealing with students below the age of consent.

In the case of a teacher who has learned that a young student is having sex or contemplating sexual intercourse the school must take steps to ensure that:

- a) Wherever, possible the student is persuaded to talk to his/her parent.

- b) Any child protection issues are referred to the DST in the school.
- c) The student is adequately counselled and informed about contraception, including precise information about where they can access contraception and advice services

It is only in exceptional circumstances that the school is allowed to handle sensitive issues without parental consent. Parents will be informed if students give their consent for this to take place. It would be a serious concern if very young students or those below a certain level of emotional maturity were seeking contraception and the school could possibly see this as a Child Protection issue and inform the DST at the relevant SCS Campus.

For students aged 16 years, parents do not have to be informed unless the student requests the DST to do so.

Any student who wishes to attend a Family Planning Clinic must do so after school hours. Students must not be allowed to leave the school site without permission of parents first.

Students who disclose that they may need the morning after pill must be referred to the DST.

Working with Parents

Under the DfEE [0116/2000] parents have the right to withdraw their child from all or part of the sex and relationship programme provided by the school except those included in the statutory Science Curriculum.

In order to exercise this right and to make an informed decision about whether to withdraw their children, parents/guardians will be provided each year with a list of Sex Education topics covered in all areas of the curriculum in each year. This information will be provided in a newsletter to parents/guardians and the attached reply slip should ensure that teachers can check that this information has been seen.

Parents/guardians who wish to withdraw their child from any part of the Sex Education Programme should inform the Head Teacher of their decision. In such a case an alternative programme of work will be available for the student. The situation will be handled sensitively in order to avoid embarrassment or comments from their peers.

Parents/guardians are very welcome to meet staff to discuss and view materials which they are concerned about.

Staff Training

Teachers involved with teaching aspects of the Sex and Relationship Education Programme will reserve the right not to answer personal questions relating to this area of study.

Health professionals who play a vital role in raising awareness, training and supporting school staff will be invited to deliver training to staff. Working together will enable effective partnerships to develop, resulting in shared strategies that will help equip young people with the knowledge, understanding and skills needed to access appropriate help services.

All staff will be offered training sessions which will provide information on sex education, Child Protection, The Prevent Agenda and CSE as well as information about sexual health trends and issues affecting young people locally.

Monitoring and Evaluation

The Policy will be monitored by on an annual basis. The policy was adopted by the governing body in January 2016. It will be reviewed every year or sooner if necessary.

Ratification

D Smith

Acting Executive Head

Date: 02.02.16

Signed:.....

J McBride

Chair of Governors

Date: 02.02.16

Signed:.....

Implementation: 02.02.2016 (Academic Year 2015-16)

Review Date: February 2017