



## Sex and Relationships Education Policy

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The Governing Body of Upper Batley High School adopted this Sex and Relationship Education policy on the 1<sup>st</sup> September 2014.

This policy was developed in response to Sex and Relationship Education Guidance (DfES 2000), the National Teenage Pregnancy Strategy (2010) and National Healthy Schools Programme.

### **What Is Sex and Relationship Education?**

Sex and Relationship Education (SRE) is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

### **Principles and Values**

In addition, SRE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and which continues into adult life.
- Be an entitlement for all young people
- Encourage every learner to contribute and to support each individual as they grow and learn.
- Be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness. There are a variety of types of family structure and SRE promotes acceptance of different approaches.
- Encourage learners and teachers to share and respect each other's views with an awareness of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents play a key role in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and learners, consulting them about the content of programmes.
- Recognise that the wider community has much to offer with an aim to work in partnership with health professionals, social workers other educators or advisers.

### **Sex and Relationship Education at Upper Batley High School has three main elements: Attitudes and Values Personal and Social Skills**

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning about the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as a part of decision-making

- challenging myths, misconceptions and false assumptions about different forms of relationships.

### **Personal and Social Skills**

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make informed choices with an absence of prejudice;
- developing an appreciation of the consequences of choices that are made;
- managing conflict and upset;
- empower learners with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

### **Knowledge and Understanding**

- learning and understanding of human 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 and the issues relating to teenage pregnancy.

### **Aims**

The aim of SRE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our SRE programme aims to prepare learners for an adult life in which they can:

- develop positive values and a moral framework that will help guide their decisions, judgements and behaviour; have the confidence and self esteem to value themselves and others and respect for individual conscience and have the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- avoid being exploited or the exploitation of others or being pressured into unwanted or unprotected sex.
- communicate effectively by developing appropriate terminology for sex and relationship issues.
- develop awareness of their own sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity.
- understand the arguments for delaying sexual activity
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- know how the law applies to sexual relationships.

### **Organisation and Content of Sex and Relationship Education**

Upper Batley High School specifically delivers Sex and Relationship Education through its RE/PHSCE and Science lessons at KS3 and KS4 and through additional assemblies with focussing upon specific aspects of SRE .

Any SRE lesson may consider questions or issues that some learners will find sensitive. Before embarking on these lessons ground rules will be established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When learners ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the learners, the question may be dealt with individually at another time.

All teachers and other staff members who are required to teach SRE will have completed relevant training and have appropriate resources.

### **Classroom Practice**

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting. It will be a matter of common practice that:

- No-one (teacher or learner) will have to answer a personal question
- No-one will be forced to take part in a discussion
- The correct names for body parts will be used most of the time
- Sensitivity will be shown towards those of different faith backgrounds
- Nothing should be said that could be construed as embarrassing or offensive to other learners.

If a question is too personal, the learner will be reminded of the ground rules. The learner may then be referred to the appropriate health professional or outside agency via the Assistant Headteacher (Learning for All/DSL).

If a question is too explicit or seems too old for the learner or is inappropriate for the whole class or raises concerns about sexual abuse, it will not be answered in front of the whole class. The member of staff will then discuss their concerns with the Assistant Headteacher (DSL). In cases of concern over sexual abuse, the school child protection procedures will be followed.

It is natural for caring adults to want to protect children and young people from information, attitudes and lifestyles which they themselves find distasteful. However, it is important to recognise the power and confusion of informal learning from, for example: electronic communication (including social media and the internet ), television, magazines, newspapers, gossip, jokes and the wider community. Teachers can do much to dispel myths, reduce fear and anxiety, clarify understanding and counteract prejudice.

### **Inclusion**

#### *Ethnic and Cultural Groups*

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed gender groups. We will respond to parental requests and concerns.

#### *Students with Special Needs*

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

### *Sexual Identity and Sexual Orientation*

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

### **Right of Withdrawal of Students from Sex and Relationship Education**

Some parents prefer to take the responsibility for aspects of this element of education. Under the Education Act of 1993, parents have the right to withdraw their children from all or part of the SRE programme. We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any SRE resources the school uses.

If a parent wishes to withdraw their child from SRE they will need to meet with the Headteacher to discuss their concerns and then confirm their decision in writing.

### **Confidentiality**

In a case where a member of staff learns from a student under the age of 16 year old that they are having or contemplating sexual intercourse:

- the young person will be encouraged, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the schools procedures and social services where appropriate.
- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services. In any case where Child Protection procedures are instigated, all staff will ensure that the young person understands that confidentiality cannot be guaranteed.

### **Monitoring and Evaluation of Sex and Relationship Education**

It is the responsibility of the Head of PHSCE in conjunction with the Teachers of RE and PHSCE to oversee and organise the monitoring and evaluation of SRE, in the context of the overall school plans for monitoring the quality of teaching and learning.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of learners. This includes evaluating and commenting on the school's sex and relationship education provision.