



Fulford School

Sex and Relationship Education Policy

Date of review:
September 2017

Date of next review:
September 2019

Person Responsible:
Mr Dan Bodey

This policy was developed and agreed in consultation with governors, the senior leadership team, staff, parents, students and other relevant outside agencies, e.g. PSHCE Consultant and school nurses. This policy has obvious links with other school policies and reference to which policies will be identified.

This policy reflects national aims and priorities including DfES 0116/2000 Guidance (SRE Guidance), National Healthy Schools Standard; Sex and Relationship Education Guidance, SRE OFSTED section 10 of schools inspection act 1996.

Roles and Responsibilities

Governors

As part of their general responsibilities for management of the school, the governors have played a key role in the development of the schools policy for SRE. They will continue their involvement through regular evaluation of it.

Senior Leadership Team

The senior leadership team takes overall responsibility for this policy and its implementation and for liaison with the governing body, parents, the LA and appropriate outside agencies.

The Headteacher has appointed a Personal Development Co-ordinator who will work with and attend senior leadership meetings as appropriate.

Personal Development Co-ordinator

The Co-ordinator together with the senior leadership team has a general responsibility for supporting other members of staff in the implementation of this policy. The PD Co-ordinator will provide a lead in the dissemination of information relating to Sex and Relationship Education. They are responsible for identifying and providing good quality resource and in-service training. This forms part of the job description and they have access to relevant senior management team meetings.

Parents

Parents are encouraged to support the school's Sex and Relationship Education programme and have access to this policy.

The school plays its part in ensuring that parents are kept up to date in developments in SRE including the content and organisation of the Sex and Relationship Education programme. Parents have the right to withdraw children from the programme and should be informed of the procedure for making complaints.

Students

Students have an entitlement to age and circumstance appropriate Sex and Relationship Education and to pastoral support. They will be actively consulted about their Sex and Relationship Education needs and their views will be central to developing the provision. In order for young people to experience positive safe sexual relationships they need to understand their feelings - the way they think about and value themselves. To enable young people to do this they need confidence and skills to ensure that they can communicate effectively concerning what they want or do not want.

All Staff

All staff should be aware of the policy and how it relates to them. Any staff involved in Sex and Relationship Education should have access to opportunities for relevant training. As staff we need to work within a holistic approach that encompasses relationships, self-awareness, confidence, self-esteem, communication and helping young people understand their sexuality. For this to happen it is important that issues of sexuality and sexual orientation are dealt with sensitively to ensure that it is a positive experience for all young people.

SECTION 1

Equal Opportunities Statement

Sex and Relationship Education will be provided to all pupils with consideration of any particular needs (see equal opportunities policy), responding to the diversity of children's cultures, faiths and family backgrounds. Everyone has the right to their own sexuality and to express it in a way that is consenting, equal, negotiated and non-oppressive regardless of their race, gender, sexual orientation or disability.

Aims and objectives of the policy

Sex and Relationship Education is part of a lifelong process of learning; forming beliefs, values and attitudes about sex, sexuality, sexual health and emotions. It should enable young people to make responsible and well informed decisions about their lives. It helps support young people through their physical, emotional and moral development. A successful programme firmly embedded in Personal Development, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. (DfES, SRE Guidance 2000).

The main aims of our Sex and Relationships Education are to:

- Develop values and moral framework that will guide their decisions, judgements and behaviour.
- Enable each student to develop confidence and self-esteem.
- Enable students to explore their own and others' feelings about, views on, attitudes towards, and values with regard to Sex and Relationship Education.
- Allow students to be aware of and secure with their sexuality.
- Promote responsible behaviour within sexual and personal relationship.
- Encourage young people to understand human sexuality and to respect themselves and others.
- Understand the nature and importance of family life, the responsibilities of bringing up children, and the need for strong and mutually supportive relationships to sustain this.
- Understand human sexuality, learn the reasons for delaying sexual activity and the benefits to be gained from such delay and learn about obtaining appropriate advice on sexual health.
- Highlight health matters, both physical and emotional in order to raise awareness of the relationship between sexual behaviour, drugs misuse and sexually transmitted infections.
- Provide students with sufficient information and skills to protect themselves from unintended/ unwanted conceptions, sexually transmitted infections including HIV.
- Ensure students have advice and information on access to confidential advice and support.
- Provide accurate information and correct any misunderstandings.

Moral Values Framework

As a school we believe that:

- All students have an entitlement to Sex and Relationship Education that should encourage them to respect themselves and others and to appreciate the need for both sexes to behave responsibly in sexual matters.
- Sex and Relationship Education should be delivered in the context of inclusive descriptions of family life and with regard to the cultural and religious beliefs of the students where relevant and necessary
- Sex and Relationship Education is important in contributing to children's overall personal development.
- Teaching the physical aspects of sexual behaviour should be set in a clear moral framework where pupils consider self-restraint, dignity and respect for themselves and others, and recognise the physical, moral and emotional risks of casual and promiscuous sexual behaviour.
- Sex and Relationship Education is a whole school issue.

Students will be encouraged to value differences between people and the variety of relationships that are loving and caring.

Sex and Relationship Education will take place in a way that supports students' spiritual, moral, social and cultural development. The school believes that honest, sensitive and responsible Sex and Relationship Education is relevant and necessary for our students.

This policy and its supporting schemes of work seek to acknowledge that this area of the curriculum is challenging and sensitive for many students, parents and teachers and to set out how we aim to meet those challenges.

Schools provision for Sex and Relationship Education in line with statutory and non-statutory guidance

Sex and Relationship Education is supported by the wider curriculum for personal, social and health education as well as aspects of the science curriculum at KS3 and KS4. Details are contained in schemes of work.

Within Science

Key Stage 3

- fertilisation in humans ...is the fusion of a male and a female cell.
- physical and emotional changes that take place during adolescence.
- the human reproductive system, including the menstrual cycle and fertilisation.
- how the foetus develops in the uterus.
- how the growth and reproduction of bacteria and the replication of viruses can affect health.

Key Stage 4

- the way in which hormonal control occurs, including the effects of sex hormones.
- some medical uses of hormones, including the control and promotion of fertility.
- the defence mechanisms of the body.
- how sex is determined in humans.

Within PSHE & Citizenship

At Key stages 3 and 4 students should be able to:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- be aware of their sexuality and understand human sexuality.
- understand the arguments for delaying sexual activity.
- understand the reasons for having protected sex.
- understand the consequences of their actions and behave responsibly within sexual and platonic relationships.
- have the confidence and self-esteem to value themselves and others.
- have respect for individual conscience and the skills to judge what kind of relationships they want.
- communicate effectively.
- have sufficient information and skills to protect themselves and, where they have one, their partner, from unintended/unwanted conceptions, and sexually transmitted infections including HIV.
- avoid being exploited or exploiting others.
- avoid being pressured into unwanted or unprotected sex.
- access confidential sexual health advice and support and, if necessary, treatment.
- how the law applies to sexual relationships.

Provision from School Nurses

In addition to lessons the school nurse also delivers aspects of SRE education to all key stages where resources allow.

Teaching programme, strategies and resources

Sex and Relationship Education is delivered by the PD team following training each year, in whole class or group situations, using a variety of teaching and learning strategies to encompass the broad aims of the PD curriculum. It is also taught within other curriculum areas e.g. Science, RE, and through themed events.

Where the teaching and learning includes issues which may be sensitive, staff and students will work within clearly understood and applied ground rules in line with the school's confidentiality policy and the school's agreed ground rules.

If a young person discloses information which suggests that they could be at risk then absolute confidentiality cannot be guaranteed. Students should be reminded of this when appropriate. Any such disclosure should be reported to the Headteacher or SLT member with responsibility for Child Protection.

Teaching programmes reflect the students' knowledge and understanding of Sex and Relationship issues by implementing a baseline implementation technique stemming from the results of the sex education needs survey completed by students.

Resources

All resources for Sex and Relationship Education are kept by the PD Co-ordinator. Resources are purchased after careful consideration and evaluation of the materials in line with national guidelines and the aims of this policy.

Answering difficult questions

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting, through teaching techniques such as utilisation of ground rules and distancing techniques. In addition, if the teachers do not know the answer to a particular question, or feel that the question is inappropriate for the age of that child and which may raise concerns of sexual abuse, the teacher will acknowledge it and promise to attend to it on an individual basis. Furthermore, child protection procedures will be adhered to.

Confidentiality

Whilst the school attempts to keep confidentiality, it cannot offer or guarantee students unconditional confidentiality, but in all cases will adhere to the Data Protection Act. Teachers are not legally bound to inform parents or the Headteacher of any disclosures unless the Headteacher has specifically requested them to do so. Teachers follow the set safeguarding procedures if a child under the age of 16 is having or contemplating having sex. If sexual abuse is suspected, teachers follow the school's child protection procedures.

Child Abuse and Protection Procedures

If a member of staff is concerned about a child's welfare, they will draw this to the attention of, and discuss their concerns with the Headteacher and/or the designated Child Protection person.

Use of Visitors

Where visitors and outside agencies are involved, their contribution must have been planned as part of an overall programme of Sex and Relationship Education. Their contribution should complement the teaching already taking place in the school and adhere to the schools Sex and Relationship Education Policy. It is the school's responsibility to ensure that all visitors are made aware of the school's Sex and Relationship Education Policy.

SECTION 2

Implementation of the policy

A copy of this policy is available electronically for each member of staff and each member of the governing body. Reference copies are available from the Headteacher and SLT.

Monitoring and evaluating the policy

This policy will be regularly reviewed by the Headteacher, students, the governing body, the PD co-ordinator and relevant outside organisations. This will include evaluation of teaching and learning activities, current resources and staff training and the use (if any) of outside visitors. Evaluation tools include discussion groups, feedback from external inspection and formal testing procedures.