

Sex and Relationships Policy

This policy has been written for...	All staff students parents and carers at West Heath School
Copies of this policy may be obtained from:	<ul style="list-style-type: none"> • The School web site - http://www.westheathschool.com • It is available as a hard copy on request from the school office • Hard copies for reference are filed in the staff room
This policy links with the following policies	This policy should be read in conjunction with curriculum documentation relating to science, self science and PSHE
Participants and consultees in the formulation of this policy were...	The Principal, senior leadership team, student services committee and the trustees of the School.
Edition, Review frequency and dates	<p>This is edition 2 released June 2016</p> <p>This policy will be reviewed 2 years</p> <p>It is due for review June 2018</p>
Relevant statutory guidance, circulars, legislation & other sources of information are...	<ul style="list-style-type: none"> • DfEE '<i>Sex and Relationship Education Guidance</i>', 2000. • Sex and Relationships Education in Schools in England House of Commons 2016 • Sex and relationship education guidance DFEE 2000 • National Healthy School Standard, Sex and Relationships Education 2011 • Teenage Pregnancy, Social Inclusion Unit 1999 • Sex and relationship education, healthy lifestyles and financial capability QCA • 2005 Sex Education Forum • Social Exclusion Unit, 1999, <i>Teenage Pregnancy Strategy</i>. Social Exclusion Unit, London. • SRE Framework. SEF Factsheet January 2011 • Curriculum documentation (Schemes of Work) for Self Science, Science and Careers & Citizenship
The Lead Member of staff is	Director of Teaching & Learning
Definitions and key terms used in this policy...	SRE – Sex and Relationships Education
The Rationale and Purpose of this policy	<p>“Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care, whilst recognising that there are strong and mutually supportive relationships outside marriage. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual</p>

	orientation or sexual activity.” DfES 0116/2000
Appendices	This policy has no appendices
Copying	No school policy is ever written in isolation. Acknowledgement of sources of advice and significant influence in the development and recording of policies at the West Heath School are noted on the front page. We request that any schools or organisations incorporating large sections of this policy without alteration should make similar appropriate acknowledgement.
The Aim of this policy..	<p>To provide all stakeholders with information regarding the purpose of SRE.</p> <p>To inform the design and delivery of SRE.</p> <p>To allow monitoring of SRE.</p>
Principles and Values	<p>Principles and Values</p> <p>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 students for an adult life in which they can:</p> <ul style="list-style-type: none"> • develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self esteem to value themselves and others and respect for individual conscience and 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 exploiting others or being pressured into unwanted or unprotected sex. • communicate effectively by developing appropriate terminology for sex and relationship issues. • develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity • understand the arguments for delaying sexual activity. • understand the reasons for having protected sex. • 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 • inform of the age of legal consent, • acknowledge that some young people do have sexual relationships involving intercourse before that age, • many people do delay sexual relationships until much later despite a media climate which suggests they do not, • many people prefer not to have casual sexual relationships because of risks and prefer to wait until they are in a proper stable relationship - for some this will be marriage for others it will not, • that contraception should be joint responsibility, • any sexual relationship should be a partnership, in which the rights

- and feelings of both sides are acknowledged,
- that sexual relationships do involve certain emotional and physical risks as well as pleasure.
- that sexual relationships are the responsibility of both parties

The Moral Framework which is the context for SRE is one where we help pupils develop a responsible attitude which acknowledges the rights and responsibilities of themselves and others and encourages an understanding of the need to have a responsible attitude to sexual behaviour. The delivery has to sit in the context of the wider values of the school therefore it should:-

- be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- be an entitlement for all young people
- encourage every student to contribute to make our community and aims to support each individual as they grow and learn.
- be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- encourage students and teachers to share and respect each other's views.

We are aware 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 and carers are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents, carers and students, consulting them about the content of programmes.
- recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers and other mentors or advisers.

What is Sex and Relationships?

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; and developing critical thinking as part of decision-making.

Personal and social skills:-

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;

- developing an appreciation of the consequences of choices made;
- managing conflict;
- and learning how to recognise and avoid exploitation and abuse.

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;
- and the avoidance of unplanned pregnancy.

Organisation and content of Sex and Relationships Education

The sex education elements contained in the National Curriculum Science Orders are mandatory for all pupils of secondary age. Sex education in the National Science Curriculum covers anatomy, puberty and biological aspects of sexual reproduction.

- Secondary schools are required to provide an SRE programme which includes (as a minimum) information about sexually transmitted infections and HIV/AIDS.
- Parents have the right to withdraw their children from SRE provided outside National Curriculum Science.
- Schools address homophobic bullying and ensure homophobic attitudes do not go unchallenged.
- All students follow a self science curriculum and aspects of sex and relationships are covered in this area.
- Sexual Health Nurse from Health Education Solutions Ltd.

Sex and Relationships Education supports the following relevant areas in PSHE / Citizenship:

- Sex education in schools does not lead to earlier or increased sexual activity.
- Sex education leads to a delay in the onset of sexual activity or a decrease in overall sexual activity.
- Sex education increases the adoption of safer practices by sexually active youth and so helps protection against HIV.
- Sex education in schools which involves discussion of attitudes as well as provision of basic biological facts is favoured by parents and is found to be more effective.
- Sex education which promotes both postponement and protected sex when sexually active was more effective than those promoting abstinence alone.
- Sex education programmes in school are more effective when given before young people become sexually active.

Curriculum aims of SRE

It is intended that students will:

- Acquire basic knowledge and understanding of human development
- Adapt to change in self, exploring feelings and attitudes, valuing self and others
- Develop decision-making and protection skills
- Enhance relationship skills
- Consider the opportunities, responsibilities and experiences of adult life
- Are encouraged to have due regard to moral considerations and the value of adult life.

Learning Outcomes of SRE in terms of Social and Emotional Aspects of Learning (Self Science):

- Asking for and offering help
- Identifying and naming emotions
- Being a good friend
- Listening
- Taking responsibility for decisions and actions
- Giving an opinion
- Accessing services – in school and external to school
- Negotiation
- Decision-making
- Forgiving
- Being empathetic

By the end of Key Stage 3

Students will have the opportunity to develop an understanding of:

- Manage changing relationships;
- Recognise the risk to personal safety in sexual behaviour and be able to make safe decisions;
- Ask for help and support;
- Explain the relationship between their self-esteem and how they see themselves;
- Develop skills of assertiveness in order to resist peer pressure and stereotyping;
- See the complexity of moral, social and cultural issues and be able to form a view of their own;
- Develop good interpersonal skills to sustain existing relationships as they grow and change and to help them make new relationships;
- Develop empathy with the core values of family life in all its variety of forms;
- Recognise the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage;
- Recognise the stages of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively.

Pupils will know and understand:

- That fertilisation in humans is the fusion of a male and a female cell*;
- The physical and emotional changes that take place during adolescence*;
- About 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 replication of viruses can affect health*;
- How the media influences understanding and the attitudes towards sexual health;
- How good relationships can promote mental well-being;
- The law relating to sexual behaviour of young people;
- The sources of advice and support;

Students will have considered:

- The benefits of sexual behaviour within a committed relationship;
- How they see themselves affects their self-confidence and behaviour;
- The importance of respecting difference in relation to gender and sexuality;
- How it feels to be different and be discriminated against;
- Issues such as the costs of early sexual activity;
- The unacceptability of prejudice and homophobic bullying;
- What rights and responsibilities mean in relationships.

*Part of the National Curriculum for science.

By the end of Key Stage 4

Students will have the opportunity to develop an understanding of:

- Recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek professional health advice;
- Manage emotions associated with changing relationships with parents and friends;
- See both sides of an argument and express and justify a personal opinion;
- Have the determination to stand up for their beliefs and values;
- Make informed choices about the pattern of their lifestyle which promotes well-being;
- Have the confidence to assert themselves and challenge offending behaviour;
- Develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within a close relationship;
- Work cooperatively with a range of people who are different from themselves.

Pupils will know and understand:

- The ways in which hormonal control occurs, including the effects of the sex hormones and some medical uses of hormones including the control and promotion of fertility*;
- The defence mechanisms of the body*;
- How sex is determined in humans*;
- How HIV and other STI's affect the body;
- The link between eating disorders and self-image and sexual identity;
- The risks of early sexual activity and the link with the use of alcohol;
- How the different forms of contraception work and where to advice;
- The role of statutory and voluntary organisations;
- The law in relation to sexual activity for young people and adults;
- How their own sexual identity is influenced by both their personal values and those of their family and society;
- How to respond appropriately within a range of social relationships;
- How to access the statutory and voluntary agencies which support relationships in crisis;
- The qualities of good parenting and its value to family life;
- The benefits of marriage or a stable partnership in bringing up children;
- The way different forms of relationships including marriage depend for their success on maturity and commitment.

Students will have considered:

- Their developing senses of sexual identity and feel confident and comfortable with it;
- How personal, family and social values influence behaviour;
- The arguments around moral issues such as abortion, contraception and the age of consent;
- The individual contributions made by partners in a sustained relationship and how these can be of joy or benefit to both;
- The consequences of close relationships including having children and how this will create family ties which impact on their lives and those of others.

* Part of the National Curriculum for Science

Health advice:

- The school have a partnership with the NHS sexual health service for children and young people in Kent and Medway. (Kent Community health NHS trust). Students can be referred to this service as needed.

**Right of withdrawal
for SRE**

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the

statutory National Curriculum (i.e. in Science lessons). 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.

Confidentiality

Staff cannot offer unconditional confidentiality and must follow the school's Child Protection, Safer Working Practices and Confidentiality Policies.

In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:

- the student will be persuaded, wherever possible, to talk to their parents/carer themselves 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 school's procedures.
- the student will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

Where child protection procedures are followed, the member of staff will ensure that the student understands that if confidentiality has to be broken, they will be informed first.

Persons with particular responsibilities

Science and Self Science Heads of Department
 Director of Teaching & Learning
 School Nurse
 Careers & Citizenship Teacher
 School Nurse

Other Participants & Stakeholders

Students
 Parents and carers
 All Staff

Monitoring & Evaluation

Director of Teaching & Learning
 Student Services Committee
 Trustees
 Head of Department for:
 Science
 Self Science
 C&C
 Director of Teaching & Learning
 School Nurse