



Policy Title:	Sex & Relationship Education Policy
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Member of Staff Responsible:	Assistant Head of School (Teaching & Learning)
Governors' Committee Responsible:	FGB (Quality & Planning)
Status:	Statutory
Date adopted by governing body:	12 Nov 09 (Reviewed Oct 14 & Nov 16)
Cycle of Review:	2 years
Date for next review:	November 2023

Change Record		
Version	Date	Description
1.1	FGB (Q&P) 3 Nov 16	General updates in line with legislation
1.2	Nov 18	No Changes - changes expected early 2019
1.3	March 2019	Reviewed - Paragraph at beginning of page 2 added.
1.4	November 2021	Updated PRCE to PSHCE

“Settle College promotes the safeguarding and welfare of children in its care; all policies support the “Child Protection Policy”



SEX AND RELATIONSHIP EDUCATION POLICY

This policy has been reviewed and for the present continues to reflect current values and practice.

Sex and Relationship Education is a major component of Settle College's comprehensive programme of **PSHCE delivered through the tutor programme.**

The objective of the Sex and Relationship programme is to support young people through their physical and emotional development by providing them with all of the factual knowledge that they need and helping them to develop the personal skills necessary to deal with the physical and emotional changes they will experience. Students are encouraged to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood in such a way that they can make responsible and informed decisions and can engage in healthy, happy, loving relationships. It is not about the promotion of sexual orientation or sexual activity.

A copy of the Sex Education & Relationship Policy will be available to parents on request. The College prospectus will contain a statement advising parents of their right to withdraw students from Sex Education, which falls outside the National Curriculum.

CONTEXT

- All schools must have an up to date SRE policy which is made available for inspection and to parents. The policy must:
- Define sex and relationship education
- Describe how sex and relationship education is provided and who is responsible for providing it
- Include information about parents' right to withdrawal; and
- Be reviewed regularly

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. It is also about the teaching of sex, sexuality and sexual health' (Sex and Relationship Education Guidance, DfE 0116/2000).

Sex and Relationship Education has three main elements:

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

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
- 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 international 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.
- Understanding the risk of sexual activity connected to social media.
- The avoidance of unplanned pregnancy

DfE SRE Guidance July 2000

Young people may have varying needs regarding SRE depending on their circumstances and background. The Trust strongly believes that all students should have access to SRE that is relevant to their particular needs. To achieve this the Trust's approach to SRE will take account of:

The needs of boys as well as girls: Girls tend to have greater access to SRE than boys, both through the media (particularly teenage magazines) and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.

Ethnic and cultural diversity: Different ethnic and cultural groups may have different attitudes to SRE. The school will consult students and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

Varying home backgrounds: We recognise that our students may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

Sexuality: Some students will go on to define themselves as gay, lesbian or bi-sexual (GLB), some students may consider themselves transgender. Students may also have GLB or transgender parents/carers, brothers or sisters, other family members and/or friends. Our approach to SRE will include sensitive, honest and balanced consideration of sexuality. Our pastoral support will take account of the needs of GLB students. We shall also actively tackle homophobic bullying.

Special educational needs or disabilities: We shall take account of the fact that some students may have learning, emotional or behavioural difficulties or physical disabilities that result in particular SRE needs. Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

The teaching programme for Sex and Relationship Education: We intend that all pupils shall experience a programme of sex and relationships education at a level which is appropriate for their age and physical development.

Contraceptive advice to KS4 pupils: Pupils will be taught, in the context of sexual intimacy and safer sex, that intercourse should always involve using a condom. Questions about forms of contraception will be answered accurately and honestly within the student's ability to understand. If pupils need further personal advice about

Delivery of Sex Education

1. The programme is delivered through **PSHCE**, Science and assembly.
2. A wide range of learning and teaching methods will be used.
3. Schemes of work and detailed lessons notes **are** provided for teachers teaching sex education through the **PSHCE** programme.



Contents

- Fertilisation in humans, adolescence, the human reproductive system, how the foetus develops.
- Social and emotional changes.
- Facts and issues related to contraception, HIV, STIs, child rearing, abortion, and pregnancy.
- Sex and the law.
- Influence of peers and assertiveness.
- Relationships.
- Sexual hygiene.
- Stereotyping.
- Health care agencies and support.
- Marriage and divorce.

As part of Settle College’s commitment to providing high quality sex and relationships education for our students through a range of media, we aim to achieve the following through lessons delivered as part of the PRCE Science in units titled;

PSHCE

Key Stage	Personal Wellbeing	Healthy and Safer Lifestyles
By the end of Key Stage 3	<p>Students can explain the features of a positive friendship and recognise when relationships are unhealthy.</p> <p>Students can explain fully why relationships change over time and start to relate this to their own lives.</p> <p>Students can explain the roles and responsibilities they take on in different relationships.</p> <p>Students can explain fully the impact that negative relationships can have on people’s emotional wellbeing.</p> <p>Students can describe the possible and actual consequences of their own behaviour on others.</p>	<p>Students can assess and manage the different risks in their lives, trying out new things safely. In particular they know how to stay safe online, where to seek help and how to report inappropriate online contacts.</p> <p>Students can clearly identify the risks involved in access or broadcasting inappropriate material, either online or via mobile phone networks.</p> <p>Students can weigh up the relative merits and strategies they can use to stay emotionally well.</p> <p>Students can access independently sources of help and support for themselves and others and weigh up which are the most useful and reliable for their needs.</p>
By the end of Key Stage 4	<p>Students can explain what factors contribute to their personal identity, including sexual identity.</p> <p>Students can maintain a</p>	<p>Students can explain their views on the place of sex within a positive relationship.</p> <p>Students can make clear</p>



	<p>positive self-image even under pressure.</p> <p>Students can form and maintain positive relationships, recognise when relationships may need to change or end and are able to deal with change, including strong feelings and emotions.</p> <p>Students know how to access information, support and guidance.</p> <p>Students are able to:</p> <ul style="list-style-type: none"> • explain the roles and responsibilities of parents, carers and other family members. • understand what they have learned about parenting from their own experiences. • describe the skills for good parenting and how people may view their role differently. • understand the role and benefits of marriage/civil partnerships in stable relationships and family life. • identify how well prepared they are for parenthood. 	<p>their own needs, and wishes and respect those of others in a relationship.</p> <p>Students understand ideas of sexuality and sexual orientation and use these to manage their own relationships.</p> <p>They can describe the benefits and appropriateness of different forms of contraception.</p> <p>They are able to recognise strong emotions and feelings and can manage these to make positive choices.</p> <p>Students understand the risks associated with sexual activity, can recognise and deal with pressure and persuasion and are able to find and select reliable information, support and guidance.</p>
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Science:

Year	Content
7	Unit 2: Reproduction covers, having a baby from structure of the male and female reproductive systems, menstrual cycle fertilisation (including IVF) through pregnancy to birth and puberty.
9	Unit B1: You and Your Genes covers inheritance, specifically inheritance of genetic disorders and a consideration of the ethics of terminating pregnancies, the work of the HFEA and use of embryos in stem cell research.
10	Unit B2: Covers HIV in the context of why it is so difficult to produce a vaccine.



Legal obligations

All schools in England and Wales have a legal responsibility to provide a 'sex education' programme. They also have a responsibility to keep an up to date written statement of the policy they choose to adopt and this must be available to parents. Parents have a right to withdraw their children from 'sex education' lessons which fall outside those aspects covered in the National Curriculum Science.

GUIDELINES FOR STAFF

(a) Staff may not offer unconditional confidentiality to students. Staff should establish appropriate ground rules for the lesson. If confidentiality has to be broken, students should be informed first and supported as appropriate. If disclosure should happen at an inappropriate place or time, the member of staff should report to the member of staff responsible for Child Protection. The best interests of the student should be maintained. Students should be informed of sources of confidential help, for instance, the school nurse, counsellor, GP, or young person's advice service.

IF THERE IS ANY POSSIBILITY OF ABUSE, THE MEMBER OF STAFF SHOULD FOLLOW THE CHILD PROTECTION PROCEDURE.

(b) Staff must NOT offer specific advice about aspects of sexual behaviour, for example contraceptive methods, but staff can encourage students to access agencies who can offer confidentiality. These include General Practitioners and Family Planning Clinics. Details of the clinics can be obtained from the PD Department, Pastoral Officers and the School Nurse.

(c) Staff can, of course, discuss methods of contraception with a group of students during a relevant lesson. Staff must be sure, however, that no parent has requested their child to be withdrawn from such a class.

(d) Where visitors are used in the delivery of the programme staff MUST STAY WITH THEIR CLASS. Staff are responsible for the discipline of the tutor group/class.

Parental Rights

Parents may withdraw their son/daughter from any or all parts of sex education other than those parts which form part of National Curriculum Science. Parents who wish to express this right should contact the Principal.