

Pudsey Grangefield School

Sex and Relationship Education Policy

This policy was formally adopted by The Pudsey Grangefield School on:

The renewal date for this policy is:

What is sex and relationship education?

'It is a 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.'

(DfE Sex & Relationship Guidance 2000)

Aims and Objectives of the Sex & Relationship Education Policy

A caring and developmental SRE programme needs to be more than just biology and the fundamentals of reproduction. Young people want reassurance about their body image, behaviour, feelings and relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs.

In planning and presenting the school's SRE programme, students have the opportunity to express themselves within a trusted and safe environment; they have the opportunity to articulate their thoughts, doubts and anxieties in order that they can build the skills needed to make responsible decisions and they are encouraged to communicate effectively and develop healthy and appropriate relationships and behaviour strategies.

Central to the SRE programme is the development of self-esteem and the importance of taking personal responsibility for oneself and one's actions. It is understood that when young people feel positive and good about themselves, they are more likely to take care of themselves, think positively of other people, and develop non-exploitative, caring relationships. They are also less likely to be exploited by others.

Objectives for SRE

- to generate an atmosphere where questions of a sexual nature can be asked and answered openly without embarrassment and trust and confidentiality are ensured
- to enable students to develop knowledge, communication skills and understanding in order to facilitate personal decision-making
- to enable students to understand the impact of external factors, such as the media, Internet, peer groups and remain independent decision-makers
- to enable students to develop the ability to form positive, non-exploitative relationships
- to enable students to be aware of personal, psychological, emotional and physical changes in themselves and others
- to enable students to understand the process of human reproduction
- to emphasise the role and the value of family life
- to enable students to know what is and what is not legal in matters relating to sexual activity
- to inform students of where they can go for further information and advice

Sex and relationships education is always taught with due regard to moral and legal considerations and with the explicit values of family life and supportive relationships. Among the values promoted are:

- respect for oneself and other people
- taking responsibility for one's actions in all situations
- honesty and loyalty in relationships
- the importance and responsibilities of the family unit for all members
- sensitivity towards the needs and views of others
- to recognise the physical, emotional and moral implications, and risks, of certain types of behaviour
- to recognise and accept the differences of others

Sex and Relationship Education is now delivered throughout Key Stages 3 and 4.

Learning Outcomes

By the end of Key Stage 3, students will be able to:

- manage changing relationships
- recognise risk of 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
- be tolerant of the diversity of personal, social and sexual preference in 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

Students 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 the replication of viruses can affect health*
- how the media influence understanding and 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
- about when and where to get help, such as at a genito-urinary medicine clinic

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 responsibility mean in relationships

By the end of Key Stage 4, students will be able to:

- 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 promote 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 close relationships
- work co-operatively with a range of people who are different from themselves

Students will know and understand:

- the way in which hormonal control occurs, including the effects of the 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*
- how HIV and other sexually transmitted infections 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 get advice
- the role of statutory and voluntary organisations
- the law in relation to sexual activity for young people and adults
- how their own 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 relationship including marriage depend for their success on maturity and commitment

Students will have considered:

- their developing sense 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

*Statements marked with an asterisk are part of the National Curriculum Science requirements. Other statements reflect elements of the non-statutory framework for PSHE.

Inclusion

'Mainstream schools and special schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in sex and relationships educations. Sex and relationship education should help all students understand their physical and emotional development and enable them to make positive decisions in their lives'.

(DfE Sex & Relationship Guidance 2000)

Young people may have varying needs regarding SRE depending of their circumstances and background. The school strongly believes that all students should have access to SRE that is relevant to their particular needs. To achieve this school's'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: On average, about 5% of our students will go on to define themselves as gay, lesbian or bisexual (GLB). Students may also have GLB parents/carers, brothers or sisters, other family members and/or friends. All our students will meet and work with GLB people. 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: 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.

The teaching programme for Sex and Relationship Education: We intend that all students shall experience a programme of sex and relationships education at a level which is appropriate for their age and physical development, with adaptations for those whose cognitive development is particularly slow.

Students who use alternative methods of communication: Some students have physical, visual or hearing impairments or are unable to use speech and may use signing, symbols and/or communication switches and aids. The staff will adapt their teaching of sex and relationship education to ensure that these students have equal access.

Students with profound and multiple learning difficulties are not excluded from the programme. Using appropriate methods, they will experience most of the basic content; self-awareness, gender awareness, body recognition, privacy.

Contraceptive advice to older students: Students 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 students need further personal advice about contraceptive use, counselling and support will be sought from appropriate agencies and personnel.

Pastoral Support

Students who experience difficulties will be supported via the school's's pastoral teams or, where appropriate, via the use of external agencies.

Learning Model

The school's sex and relationship education is supported by the wider curriculum for personal, social and health education. In this way, the school can ensure that students receive their sex education in the wider context of relationships, and are prepared for the opportunities, responsibilities and experiences of adult life. Sex and relationships education is therefore delivered in Science, student led days, coaching and RE & Citizenship.

Research into what makes sex and relationship education effective shows that discussion and project learning encourages learning and is enjoyed by students. Students take part in a structured activity where they can:

- Draw on previous knowledge to develop more understanding
- Practise their social and personal skills
- Consider their beliefs and attitudes about different topics
- Reflect on their new learning, and
- Plan and shape future action

M. Wilson *Adopted*

14th JANUARY 2014

Confidentiality and informing parents/carers

We will take every opportunity to inform and involve parents and carers:

- by making our commitment clear in the school prospectus
- by placing sex education on the agenda at the relevant governors' meeting
- by discussing and agreeing a consistent approach for students to be used at home and school

School staff cannot promise absolute confidentiality if approached by a student for help. Staff must make this clear to students. Child protection procedures must be followed when any disclosures about abuse are made.

It is very rare for a student to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement about whether or not a third party needs to be informed. This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the student may be experiencing.
- The student's age, maturity and competence to make their own decisions.

Where it is clear that a student would benefit from the involvement of a third party, staff should seek the consent of the student to do so. If appropriate, staff might inform the third party together with the student. Unless clearly inappropriate, students will always be encouraged to talk to their parent/carer.

The Parental Right to Withdraw their Son or Daughter from Sex Education Lessons:

Section 241 of the Education Act 1993 gives parents the right to withdraw their children from any or all parts of the school's programme of sex education, other than those elements which are required by the National Curriculum Science Order. It is realised that, under exceptional circumstances, a very small number of parents may wish to exclude their children from this programme. In this case, such parents should write to the Principal, stating their objections.