



COVID 19 ROLLOVER

Statutory Policy

On

Sex and Relationships Education

Drafted by:
Sue Owen

Date of Approval by Governing Body:
February 2019 **ROLLOVER TO FEBRUARY 2021**

Signed By Chair of Governors:

Review date:
February 2022 (and upon proposed amendments to the
Children and Social Work Bill on 1 March 2017 which the government
intend to come into effect from September 2019)
ROLLOVER TO FEBRUARY 2023

Person(s) Responsible for Day to Day Management:
Sue Owen

Person Responsible for Review:
Sue Owen

Sex & Relationships Education Policy

Introduction

This policy has been developed in line with Department for Education (DfE) Sex and Relationships Guidance.

Sex and Relationships Education is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings. (Sex Ed Forum 1999)

SRE is the process of acquiring information and forming attitudes and beliefs about sex, sexual identity, relationships and intimacy. It is also about developing young people's skills so that they make informed choices about their behaviour and feel confident and competent about acting on these choices. It is widely accepted that children have the right to sex education, partly because it is a means by which they can protect themselves from abuse, exploitation, unintended pregnancies, STIs including HIV/AIDS.

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. (*DfEE Sex and Relationship Guidance 2000*)

National Context

This is supported in legislation by the Learning and Skills Act (2000) and requires that young people:

- learn about the nature of marriage and its importance for family life and the bringing up of children; and
- are protected from teaching and materials which are inappropriate having regard to the age and the religious and cultural background of the students concerned.

However the government recognises that there are strong and mutually supportive relationships outside marriage and that no stigma should be attached to home circumstances.

Local authority maintained schools in England are obliged to teach sex and relationships education (SRE) from age 11 upwards, and must have regard to the

Government's SRE guidance. This will change upon the amendment coming into effect in September 2019, which states that

the government wish to support all young people to stay safe and prepare for life in modern Britain by making Relationships Education (Primary), Relationships and Sex Education (RSE - Secondary) and, subject to the outcome of a thorough consideration of the subject, Personal, Social, Health and Economic Education (PSHE - both) statutory in **all** schools. The government laid this amendment to the Children and Social Work Bill on 1 March 2017 which we intend to come into effect from September 2019. Parents are free to withdraw their children from SRE if they wish to do so. The only exceptions to this are the biological aspects of human growth and reproduction that are essential elements of science.

School Context

Sex and Relationships Education is firmly rooted within the framework of Personal, Social and Health Education and is fully supported by the leadership team and governors. The broader remit for SRE requires a whole school approach complementing the school's positive ethos and aims to empower all students regardless of sex, sexuality, gender, ethnicity, faith, ability or disability. The fostering of positive relationships, encouraging young people to be emotionally literate and engendering an atmosphere of mutual respect is the responsibility of all staff.

There is a strong support network built into our whole school pastoral care approach, which enables students to access individual guidance, this includes pastoral support staff, teachers and the school nurse.

Moral and Values Framework

Blythe Bridge High School & Sixth Form teaches SRE within the following moral and values framework engendering:

- self respect
- respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality.
- an awareness of the way others feel.
- mutual support and cooperation.
- honesty and openness
- the acceptance of the responsibility for and the consequence of personal actions.
- the right of people to hold their own views within the boundaries of respect for the rights of others.
- the right not to be abused by or taken advantage of by other people.
- the right to accurate information about sex and relationship issues.

Aims

Our school aims to provide young people with:

- relationship skills that prepare them for the challenges of the teenage years
- opportunities to explore their own values and develop their own moral framework
- opportunities to understand and accept difference and diversity
- an understanding of their own bodies
- the ability to know where to seek help and advice
- high self esteem, self awareness and emotional health
- an awareness of the right they have over their own body
- the skills to be assertive
- good communication skills
- the skills to make positive informed choices (that reduce risk)
- the ability to respect the right of others to hold opinions that differ from their own as long as these views do not impact on the rights of others.
- the ability to take responsibility for and accept the consequences of their own actions
- the knowledge to reduce the risks to their own and the health of others
- the ability to understand the risks to health and well being associated with teenage conception

We aim to provide students with information on sexual health, and to promote discussion and thought into the different emotions and values involved in relationships. Through this we aim to enable students to develop skills and form positive beliefs, values and attitudes which will enable them to make the right choices for themselves when the time comes. Sex education (including education about HIV and AIDS and other sexually transmitted infections) will be provided for all registered students and it is given in such a manner as to encourage those students to have due regard to moral considerations and the value of family life. The school aims to deal honestly and sensitively with sexual orientation, answer appropriate questions and provide support. Homophobic bullying and any bullying based on sexual grounds, as with any other type of bullying, will not be tolerated.

Some aspects of sex and relationships education will also be covered in Religious Education and Science complementing and reinforcing the SRE aims.

Equal opportunities and Inclusion

Our school's SRE programme responds to the needs of individual students and takes the cultures, faiths and family backgrounds of all students into consideration. Students with special educational needs are given extra support and have materials effectively differentiated by teaching and ALD staff.

Confidentiality

The school aims to support young people but no individual member of staff will offer absolute confidentiality. It may be necessary that if a child protection issue arises then certain confidences must be passed on. The procedure for this is outlined in the Safeguarding Policy.

Teachers will draw upon their professional judgement and common sense to deal effectively with any explicit issues raised by a student. They are aware that although the age of consent remains at 16, it is not intended that the law should be used to prosecute mutually agreed teenage sexual activity between two young people of a similar age, unless it involves abuse or exploitation. **(Legal & Policy Framework for Social Workers, Residential Social Workers, Foster Carers and other Social Care Practitioners) DfE**

Non Teaching Staff and Agencies available to students

Individual students with problems will be supported by being given access to appropriate information and specialist help within school from the school nurse and other appropriate agencies. Students will always be encouraged to seek parental support. Students will be made aware of services provided by their General Practitioner, local family planning clinic and Genito-Urinary Medicine (GUM) clinic through PSHE input, appropriate leaflets and the school medical area. The school nursing service provides a drop-in on a fortnightly basis.

Working with Parents

We recognise that parents are the key people in teaching their children about sex, relationships and growing up. The teaching offered will aim to be complementary and supportive to the role of parents.

Parents have a statutory right to withdraw their child from all or part of the programme outside curriculum science. Parents will be informed when sex and relationships lessons are taking place and through contacting the co-ordinator of PSHE and citizenship at the school, arrangements will be made to give meaningful work to these students who are withdrawn.

Teaching and Learning

Our programme of Sex and Relationships Education is firmly rooted within the framework of the Personal, Social, Health Education and Citizenship curriculum, and is the responsibility of the PSHE and citizenship co-ordinator. Our aim is to provide a

well balanced appropriate programme of study which focuses on boys and young men as well as girls and young women.

Visiting Speakers

Part of the school's policy is to include speakers. All visiting speakers will be clear about the school policy and government guidelines. The co-ordinator will have agreed the content of the presentation and a member of staff will always be present with the speaker.

SYNOPSIS OF SEX and RELATIONSHIPS EDUCATION PROGRAMME

We build on work done in primary schools in year 5 and 6 on puberty relationships and cleanliness. Aims of the sex education programme are:

- To combat ignorance and to increase knowledge and understanding
- To reduce guilt and anxiety
- To promote responsible behaviour
- To promote the ability to make informed decisions about personal values
- To facilitate communication on sexual matters
- To develop educational skills for future parents and carers

Ground Rules

- Respect will be shown at all times.
- No personal questions are acceptable in SRE lessons
- Students have the right not to participate in activities or discussions which make them feel uncomfortable
- Strategies will be developed to ease embarrassment if it occurs.

The programme is continually being monitored, evaluated and revised as new resources become available and the needs of young people change. There are frequent opportunities to revisit and reinforce topics. Discussions related to media portrayal, the effects of alcohol, the importance of self esteem, and the effect of peer pressure are all examples of topics which encourage respect for self and others, responsibility for own actions and regard for others.