

Lawnswood Campus



Relationships & Sex Education Policy

Review Date: Spring 2021

Please read

Governors as Management Board
Schools as PRUs

Signed by the Chair of the Management Board: Date:

Policy and Guidance
Relationships & Sex Education policy.

Introduction

Sex and relationship education (SRE) is compulsory from age 11 onwards. It involves teaching children about reproduction, sexuality and sexual health. It doesn't promote early sexual activity or any particular sexual orientation.

Some parts of sex and relationship education are compulsory - these are part of the national curriculum for science. Parents can withdraw their children from all other parts of sex and relationship education if they want.

Aims

Sex and Relationships Education is important within the curriculum because it models and encourages the following values:

- a respect for self
- a respect for others
- non-exploitation in sexual relationships
- commitment, trust and bonding within sexual relationships
- equal sexual relationships
- honesty with self and others
- a development of critical awareness for self and others
- an exploration of the rights, duties and responsibilities involved in sexual relationships
- non-judgemental, understanding and empathetic viewpoint towards others who do not conform to their way of life
- an acknowledgement and understanding of diversity regarding religion, culture and sexual orientation
- self-discipline and consequences regarding their sexual activity
- develops skills for managing risk and personal sexual health
- self-esteem in a relationship
- develop understanding about consent, abusive relationships and exploitation.
- reduce early sexual activity, teenage conception and sexually transmitted infections.
- awareness of how to access further information and support.

- how to cope with peer influence and how to resist unwanted pressures to be sexually active.
- understand the link between sexual health and drug/alcohol misuse.
- understand a range of potential issues eg. CSE and FGM.

The Definition of SRE

The PRUs has based the sex and relationships policy upon the DFEE guidance document (ref DfEE 0116/2000). In reference to this document, sex education is defined as 'learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health'. Sex education is part of the PSHE, Science and Wolverhampton spiral curriculum in the school.

Whilst we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. Sex education should not be used as a means of promoting any sexual orientation.

Policy Statement

Effective SRE is essential if young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted within the PSHE, Citizenship teaching, National Curriculum framework and the spiral curriculum and in turn aim to raise standards and expectations of students.

SRE should help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE and Citizenship, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

Effective SRE should have 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 nurturing 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 and social, emotional development at appropriate stages
- understanding human sexuality, reproduction, sexual health, sexual orientation, 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
- the avoidance of unplanned pregnancy.
- dealing with inappropriate sexual behaviour eg grooming, sexual coercion and sexting.
- understanding that violence in relationships is unacceptable.
- the unrealistic expectations that pornography can have on a young person's sexual relationship.

Risk Assessment

It is important that staff and students know the boundaries of confidentiality before embarking on teaching the SRE programme. Ground rules should be discussed, negotiated and set before lessons begin. If a student wishes to disclose information of a personal nature to a member of staff it should be made clear to the student that total confidentiality cannot be promised, and that RSE lessons with other students present are not the appropriate

environment for this. This is why the setting and agreement of ground rules with students is so important.

If information is disclosed of a sensitive nature, not generally known and which the student asks not to be passed on, then the member of staff should honour this request unless this is unavoidable for them to fulfil their professional duties in relation to:

- child protection
- co-operating with a police investigation
- referral to external services.

Sensitive information will only be passed on in exceptional circumstances and the student will be informed first to endeavour to explain why this needs to happen. These exceptions are defined by a moral or professional duty to act:

- where there is a child protection issue
- where a life is in danger.

(please refer to Confidentiality policy)

Outside speakers.

In addition to lessons taught by staff outside speakers will be brought in when and where appropriate. These include the school nurse, theatre groups and LA experts and support agencies. It is recognised that outside speakers can make a valuable contribution to the teaching of SRE. It is important that a clear rationale is set for bringing in a visitor and that it enhances the overall educational experience. Similarly trips out of school to compliment the SRE programme must carry the same rationale.

Procedures

We have a commitment to ensure that our programme is relevant to all students and is taught in an age and ability appropriate way. Activities are planned accordingly to the different levels of skills and previous knowledge. Teaching and resources will be differentiated as appropriate to address the needs of religious and cultural belief.

It is important that students develop confidence in talking, listening and thinking about sex and relationships. SRE is delivered by staff who have received appropriate training in this area. A variety of teaching strategies are adopted in order to deliver effective SRE. These include:

- establishing ground rules

- using distancing techniques
- knowing how to deal with unexpected questions or comments from other students
- using discussion and project learning methods
- using appropriate resource material
- encouraging reflection
- the employment of relevant outside speakers

Dealing with Questions.

- Teachers should establish clear parameters of what is and is not appropriate in a whole class setting
- Clear ground rules should be established in the initial setting and referred to at the start of each new session and where appropriate during the lessons
- Teachers should set the tone by speaking in a matter of fact way and ensuring that students discuss issues as sensibly as possible (refer to ground rules)
- If a verbal question is too personal students should be reminded of the ground rules
- If a teacher doesn't know the answer to a question it is important to acknowledge this and suggest that the student(s) and teacher research the question together at an appropriate time
- If a question is too explicit, feels too old for the student, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. If the student needs further support, the teacher can refer the student to an appropriate person, e.g. the school nurse, helplines, outside services
- If a teacher is concerned that a student is at risk of sexual abuse a senior manager should be informed and the usual child protection procedures followed.

Assessment.

Students will produce a selection of work in a range of media which will be assessed and reported on in the end of term reports. Student entry and exit questionnaires may be completed at the beginning and the end of a topic in all years.

The Role of Parents

The PRUs are aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship which:

- informs parents/carers about the PRUs SRE policy and practice

- answers any questions that parents may have regarding the sex education of their child

It is believed that, through mutual exchange of knowledge and information, children will benefit from being given consistent messages about their body and their increasing responsibilities.

Parents have the right to withdraw their child from all or part of the SRE programme which is taught in the PRUs. If a parent wishes their child to be withdrawn from these lessons they should discuss this with a senior manager and make it clear which aspects of the programme they do not wish their child to participate in. The PRUs always comply with the wishes of parents/carers in this regard. Any student withdrawn from the SRE programme will have appropriate work set and will be asked to work with a senior manager.

Development Process

Policy written in consultation with the PSHE team, management board, CYP Health improvement advisor and the school nurse

Review

To be reviewed every 2 years

The PRUs will monitor the effectiveness of this policy and will review, revise and republish as necessary.

Also see:

PSHE policy

Confidentiality policy

Drug education policy

No-smoking policy

Citizenship policy

Safeguarding policy