



---

*Inspiring Learners for their future*

# **SEX AND RELATIONSHIP EDUCATION POLICY**

**UPDATED MAY 2011**

## Consultation History

| <b>Governors/staff/parents/students</b> | <b>Date</b> |
|-----------------------------------------|-------------|
| Executive (Leadership Group)            |             |
| Students Committee                      |             |
| Full Governing Body                     |             |
| Next Review of Policy                   |             |

# **The Ridgeway School & Sixth Form College**

## **Sex and Relationship Education Policy May 2011**

### **Linked Policies**

Curriculum policy (linked with PSHE and C), Child Protection Procedures, confidentiality, Swindon Borough Council – Relationships and Sexual Health.

### **Purpose**

Sex and Relationship Education (SRE) is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. The objective of a clear policy is to support young people through promoting their physical, emotional, cultural and moral development. Young people need to learn to respect themselves and others as they move with confidence through adolescence and the opportunities, responsibilities and experiences of adult life. It is about the understanding of the importance of marriage for family life, stable loving relationships, respect, love and care. It is not about the promotion of sexual orientation or sexual activity. This would be inappropriate teaching.

This policy also reflects the principles laid down in the Swindon Borough Council Relationships and Sexual Health Policy:-

To support and empower young people to have the confidence to make safe and informed choices about relationships and about whether to become sexually active. This will reduce the health inequalities that result from unsafe sexual relationships and unprotected sex and, in doing so, will enhance life chances and long term health.

## **A. CONTENT**

Sex and Relationship Education has three main elements:-

### **1. Attitudes and values**

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life and stable and loving relationships for the nurture of children.
- Learning the value of love, respect and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

### **2. 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 the 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.

### **3. Knowledge and understanding**

- Learning and understanding physical development.
- Understanding human sexuality, 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.
- The avoidance of unplanned pregnancy.

## **B. ORGANISATION**

1. The National Curriculum requirements of 'life processes, growth, reproduction.....relating to human beings and the physical and emotional changes that take place during adolescence,' are taught during Science lessons in Year 7.
2. As part of the PSHE and C curriculum a SRE module is delivered to all Year 9 students. This unit of work is delivered by a specialist team. At KS4 students address the issues of sexual health by focusing on sexually transmitted infections.
3. Work on moral and ethical issues relating to sexuality form part of a unit of work in RE at KS4 (see appendix A).
4. Where matters of a sexual nature arise in other areas of the curriculum, discussion will be limited by the subject teacher to what is relevant, and will remain within the context of that particular curriculum area.
5. For the content of the Sex and Relationship Education programme
  - a. See Appendix A.

## **C. RESPONSIBILITY**

1. The responsibility for the effective delivery of this programme in the classroom lies with the class/group teacher.
2. The responsibility for the development of a programme which meets all legal requirements as well as the needs of young people, lies in a liaison between the Team Leaders of PSHE and C, Science and RE.
3. The staff who delivers the SRE programme will have significant teaching experience and will be sympathetic to the sensitivity of these issues for young people.
4. Ideally the membership of the teaching team will include both sexes.

## **D. PARENTS**

1. Information on SRE in the school curriculum is contained in the school prospectus.
2. Parents of Year 9 students are informed of the content of the SRE module. All parents are invited to attend a SRE evening at the start of term 1. The purpose of this evening is to give parents the opportunity to discuss the content of the SRE programme and to examine the resources and methods used to deliver the material. Parents are issued with local contact details of support organisations/services.  
Parents are encouraged to offer opinions, comments or suggestions at, or subsequent to, this meeting.
3. Parents have the right to withdraw heir child from the (SRE) module. The procedures for this is as follows:-
  - A letter is sent to the Head requesting withdrawal from the SRE module
  - The student will then work in the library for the duration of the SRE module
  - The teacher librarian is to be notified in advance of any student not participating in the SRE module.

## **E. CONTRIBUTION OF OUTSIDE BODIES**

1. Use is made of teaching resources from a number of agencies. This includes Swindon Primary Care Trust (PCT) and Swindon Lifestyles.
2. The school's medical and nursing service is informed of the content of the programme
3. The School Health Nurse is invited to attend the annual Year 9 Sex Education Evening for Parents.
4. The School Health Nurse is involved in the planning and delivery of some sessions as appropriate. Current information on local/national trends and up to date research is also disseminated.

## **F. INDIVIDUAL ADVICE AND COUNSELLING**

1. Matters of an individual nature pertaining to sex and sexuality are referred to the appropriate Learning Co-ordinator/School Health Nurse.
2. No direct advice, e.g. about contraception, is offered: students seeking help are advised to discuss the matter with:
  - Their parents, guardians or appropriate relatives
  - Family doctor
  - Family planning agency
  - School Health Nurse – a “drop in session” is held during a lunch-time
3. If individuals raise particularly explicit issues, such issues are not discussed in class and the student is advised to discuss these matters with those listed above.

## **G. CONFIDENTIALITY AND CHILD PROTECTION ISSUES**

1. Staff must read the confidentiality policy before delivering SRE.
2. Staff need to be aware that effective SRE brings an understanding of what is and is not acceptable in a relationship. This could lead to the disclosure of a child protection issue. If a member of staff (teaching or non teaching) suspects that a child is a victim of abuse or they have reason to believe there is a risk of abuse they should contact the School Child Protection Co-ordinator who has been trained in appropriate procedures.
3. Staff should provide students with the information they need to be able to access confidential support in sexual matters either in or out of school.
4. Staff are not able to offer students or their parents/carers unconditional confidentiality. If information is received that is likely to cause harm to the students they need to pass it on to the Child Protection Co-ordinator. This situation should be made clear to the student/parent/carer. Students should be encouraged to seek support from their parents/carers.
5. The revised version of working together to safeguard children from harm – <http://publications.education.gov.uk/eOrderingDownload/00305-2010DOM-EN-v3.pdf>
6. provides guidance on working with sexually active young people.
7. Although it is an offence for a man to have sex with a girl under 16, it is lawful for health professionals to provide contraceptive advice and treatment without parental consent providing certain criteria are met under the Fraser Guidelines (see Swindon Borough Council Relationships and Sexual Health Policy).

## **H. TRAINING**

1. All teachers of SRE are offered twilight training to update their skills by an SRE consultant. Faculty leaders also receive updates on training days and at Swindon PSHE Lead Meetings, C.
2. The PSHE and C team leader will be responsible for the training of staff delivering the Year 9 SRE module. All staff and interested parties are issued with lesson plans and guidance for the delivery of this module. (see Plan Easy 2).

## **I. PROCEDURES FOR MONITORING AND REVIEW**

1. Students complete an evaluation sheet at the end of the SRE module in Year 9. The purpose of this is to establish the validity of both the content and the presentation of the programme.
2. Parents' views are sought at the 'Sex Education Evening' in Term 1. (see parents).
3. The PSHE & C team leader is responsible for considering issues raised by any of the evaluation procedures.
4. Student voice interviews conducted by the PSHE & C Team Leader/SLT.

## **J. COMPLAINTS PROCEDURE**

1. Complaints about content and/or delivery of the SRE programme will be addressed according to the school's Curriculum Complaints Procedure.

## **APPENDIX A**

### **The Delivery of SRE at The Ridgeway School and Sixth Form College**

#### **Year 7**

- Personal hygiene talks
- Teenage problems (PSHE & C)
- Decision making skills (PSHE & C)
- Jesus and parables e.g. Prodigal Son – Family (RE)
- The role of women and the importance of Family – Sikhism (RE)
- Growing up module (Science)

#### **Topics covered include :-**

Male and Female Organs  
Sexual intercourse  
Outlined changes in puberty  
Processes leading to/and fertilisation  
Implantation, main stages of pregnancy and birth

The need to have a responsible attitude to sexual behaviour

Outline of the human life cycle  
Male reproduction  
Female reproduction  
Menstruation  
Contraception  
General introduction to sexually transmitted infections

#### **Year 8**

- The ten commandments – Family, relationships and adultery (RE)
- Prejudice – race relations and minority groups (RE)

#### **Year 9**

- Relationship and responsibilities (PSHE & C)
- The law regarding sexual behaviour
- Contraception
- Dealing with pressure – how to say 'no'
- Sexual health including HIV and AIDS
- Sexually transmitted infections

## **Year 10/11**

- Abortion/Euthanasia – Relationships and relevant contexts (RE for all)
- Christianity – marriage, family, friendship, sexual relationships, celibacy, contraception and sexuality (GCSE RE)
- Islam – Lifestyle, marriage, family, arranged marriages (GCSE RE)
- Sexually transmitted infections (PSHE & C GCSE Health & Social Care)
- Sexual orientation – challenging homophobic behaviour
- Attitudes towards teenage sex (PSHE & C)
- Checks for breast and testicular cancer (PSHE & C)
- Contact details of local support agencies (PSHE & C)
- Changes in puberty (Child Development GCSE Health & Social Care)
- Menstruation (Child Development and GCSE Health & Social Care)
- Conception (Child Development and GCSE Health & Social Care)
- Human Reproduction (Child Development and GCSE Health & Social Care)

## **Year 12/13**

- Health Promotion
- Human Reproduction (GCE Health and Social Care)
- Coursework related to relationships and the Bible include marriage, divorce, homosexual relationships (A level RE)