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*Inspiring Learners for their future*

# **SEX AND RELATIONSHIP EDUCATION POLICY**

**UPDATED MARCH 2014**

## Consultation History

<b>Governors/staff/parents/students</b>	<b>Date</b>
Executive (Leadership Group)	
Students & Community Committee	8th May 2014
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# **The Ridgeway School & Sixth Form College**

## **Sex and Relationship Education Policy**

### **Linked Policies**

Confidentiality, Child Protection Procedures, Curriculum policy linked to Personal Development, Anti Bullying, Equal Opportunities, E-Safety, School Visits

### **Purpose**

Sex and Relationship Education (SRE) is lifelong learning about sex, sexuality, emotions, morals, 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 about and understanding physical development.
- Understanding human sexuality, sexual health, emotions and relationships.
- Learning about the range of local and national sexual health advice, and contraception advisory and support services.
- Learning the reasons for delaying sexual activity and the benefits to be gained from such delay.
- Understanding options for contraception and how to avoid unplanned pregnancy.
- Understanding how to contribute to a reduction in local and national teenage pregnancy, sexually transmitted infections and abortion rates.

## **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 *syllabus* Sexual Education is taught in small modules across all Year groups. This builds up appropriate knowledge of sex education for the appropriate age. The units of work are delivered by a team of teachers who are supported by a specialist.
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 (see Appendix A).
6. Teaching will be based on an understanding that a variety of interactive and participatory teaching methods will be used to ensure all students are fully involved.

## **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 Personal Development, Science and RE.
3. The staff who deliver the SRE programme will have significant teaching experience and will be sympathetic to the sensitivity of SRE issues for young people.

## **D. PARENTS AND CARERS**

1. Information on SRE in the school curriculum is contained in the school prospectus.
2. Before each October half term parents are informed via letter of the SRE units to be taught. They are encouraged to discuss at any time if they so wish the content and delivery of the SRE programme with the Head of PSHE and to let the Head of SRE know by email if they have any concerns about their child being taught SRE.
3. Parents have the right to withdraw their child from any SRE modules although staff should encourage parents/carers to discuss their reasons fully with the Personal Development Team Leader. The procedures for this are as follows:
  - If the Head of PSHE receives a letter from parents/carers requesting their child's withdrawal from the SRE module, the Head of PSHE will contact the parents/carers to make the appropriate arrangements.
  - The student will then undertake independent study in the Learning Resource Centre.
  - The Learning Resource Manager will be notified in advance of any student not participating in the SRE programme.

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

1. Use is made of teaching resources from a number of agencies including Healthy Schools, 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 and Swindon Lifestyles disseminate information on local and national trends linked to teenage pregnancy, sexually transmitted infections and abortion rates.
4. 5. The PSHE Co-ordinator for all Swindon Schools is working closely with The Ridgeway School & Sixth Form College to develop PSHE and to make sure that lessons delivered in SRE are to the highest standard and appropriate for the age group to which they are being delivered.

## **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
  - Their family doctor
  - Family Planning Agency
  - School Health Nurse – a “drop in session” is held during a lunch-time.
3. Any particularly explicit issues raised by students will not be discussed in class and the student will be advised to discuss such 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 *student* 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.
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 work.
4. Staff are not able to offer students or their parents/carers unconditional confidentiality. If information is disclosed that indicates harm may be caused to a student 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.

## **H. TRAINING**

1. All teachers of SRE are offered training to update their skills. The school has a commitment to ensuring at least one member of staff will work towards having the nationally recognised CPD accreditation.

2. All lessons are planned by a specialist who is in regular contact with outside agencies responsible for the guidance of teaching SRE to young people. All teachers of SRE teach the same lessons to ensure consistency for students which satisfy the government's recommendations and school policy.
3. The PSHE team are able to contact the Head of PSHE at any time with any queries they have regarding the appropriate teaching of SRE.
4. The PSHE Team Leader works closely with the PSHE Co-ordinator within Swindon to ensure that SRE planning is appropriate and up-to-date for students.

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

1. Students complete an evaluation sheet at the end of Year 11. The purpose of this is to establish the validity of both the content of the SRE lessons and the presentation of the lessons that they have received.
2. Parents' views are welcomed at any time - the email of the Head of PSHE *is available on the school website to facilitate this.*
3. The PSHE Team Leader is responsible for considering issues raised by any of the evaluation procedures.

## **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 Modules at The Ridgeway School and Sixth Form College**

#### **Year 7**

- Growing Up - Science
- Growing Up - PSHE

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

Male and female reproductive organs  
Sexual intercourse  
Outlined changes in puberty  
Processes leading to/and fertilisation  
Implantation, main stages of pregnancy and birth  
Managing feelings  
Different types of relationships

#### **Year 8**

- Introduction to SRE

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

Puberty and physical and emotional changes  
Relationships and abuse  
Introduction to contraception  
Introduction to sexually transmitted infections

#### **Year 9**

- Embarrassing bodies
- Teenage pregnancy
- Teenage concerns
- Life and death

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

Underage pregnancy  
Use of contraception  
Relationships and responsibility  
The law regarding sexual behaviour  
Dealing with pressure – ‘how to say no’

## Sexual health and transmitted diseases

### The miracle of childbirth

#### Year 10/11

- Abortion/Euthanasia – relationships and relevant contexts - *RE*
- Christianity – marriage, family, friendship, sexual relationships, celibacy, contraception and sexuality - *GCSE RE*
- Islam – lifestyle, marriage, family, arranged marriages. *GCSE RE*
- Damaging effects of pornography – *PSHE*
- Illness and disease (STIs) – *PSHE*
- Relationships – *PSHE*
- Sexually transmitted infections - *Personal Development GCSE Child Development Health and Social Care*
- Changes in puberty -. *Child Development , Health & Social Care*
- Menstruation - *Child Development and Health & Social Care*
- Conception - *Child Development and Health & Social Care*
- Human Reproduction - *Child Development and 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, and homosexual relationships - *A level RE*