



**BURTON  
BOROUGH  
SCHOOL**

## Sex and Relationships Education Policy

Policy Reviewer	Ben Morgan Vice Principal	Date of Review	February 2018
Date Presented to Governors	March 2018	Date of next Review	Spring Term 2019

## **Policy on Sex and Relationships Education (SRE)**

### **1. Introduction**

The Sex and Relationships Education Policy has been developed in accordance with the current requirements of the law, taking into account the Children's Act 1989 and 2004 and the Education Act 1993 and 2002.

### **2. Definition of Sex and Relationship Education**

Sex and Relationship Education (SRE) is an educational entitlement for all children and young people. It is lifelong learning and physical, moral and emotional development and sex, sexuality and sexual health. It enhances the self-worth and confidence of each individual and encourages mutually respectful relationships and empathy for others.

It has three main elements:

#### **Attitudes and values**

- Recognition of the value of family life, marriage, stable and loving relationships for the nurture of children
- Respect for self and others
- Exploration of moral dilemmas
- Development of critical thinking

#### **Personal and social skills**

- Self-confidence, self-esteem and empathy for others
- Managing emotions and relationships confidently and sensitively
- Skills of choice to manage responsibility

#### **Knowledge and understanding**

- Emotions and relationships
- Physical development
- Sexuality, reproduction, sexual health
- Information on local and national contraception and sexual health services
- Reasons for delaying sexual activity
- The avoidance of unplanned pregnancy
- Keeping safe from sexually transmitted infections (STI's)
- The safe use of mobile technology, including social media and mobile phones

The school provides a setting in which students can be offered appropriate teaching about Sex and Relationship Education. The purpose of the SRE is to assist children and young people to prepare for adult life by supporting them through their physical, emotional and moral development and helping them to understand themselves, respect others and form and sustain healthy relationships. SRE is supported by the schools' Science and Life Skills curriculum and is inclusive of all students to ensure that they:

- Receive their sex education in the wider context of relationships
- Are prepared for the opportunities, responsibilities and experiences of life
- Develop positive attitudes to sexuality

Sex Education is taught across all year groups as part of Life Skills. Content is also delivered as part of the Key Stage 3 Science curriculum.

The programme is designed to support and complement the role of parents who have the prime responsibility in this sensitive area. The content is taught within the moral framework and ethos of the school.

### **3. Summary of Programme Content**

The main aims of the Sex and Relationships education programme are primarily to appreciate the values of family life and to promote the benefits of family life. Students are encouraged to recognise the responsibilities of parenthood and to respect themselves and others. Students are educated in the importance of behaving responsibly and respectfully in sexual matters. Moral and ethical issues are presented and discussed.

The programme looks at the biology of sexual maturation, focusing on the physical and emotional changes associated with puberty as well as the related issues of personal hygiene.

Students receive information about sexually transmitted infections including HIV and AIDS and the importance of practising safe sex. Students receive information about contraception and its importance in guarding against unwanted pregnancy and sexually transmitted infections. The programme covers the legal implications of sexual behaviour.

Students are made aware of people and places they can go for appropriate help or advice.

### **4. Partnership with parents/carers**

Most of a student's informal sex and relationship education occurs with the family and the school's programme will compliment and build on the cooperation within homes. Parents have the right to withdraw their child(ren) from all or part of the Sex and Relationships Education programme that is not included in the programme of Study for the Science National Curriculum. Any parent wishing to withdraw a child from the programme should inform the Principal in writing of their decision.

Students who are withdrawn will be accommodated separately and will be set appropriate, alternative work to complete. A note of this will be placed on their school record.

### **5. Information on Contraceptives**

The teaching about contraception should be carried out in a frank and open manner with students being given non-biased information about various forms of contraception. Staff do not give advice on individuals – advice can only be given through an appropriate external agency.

### **6. Confidentiality and Child Protection**

All staff members and external visitors who work with our students will be given a copy of this policy and our Child Protection Policy. The School Nurse will be guided by the Frazer

Guidelines, that provide guidance for health professional and details of these are provided in the DfES document Sex and Relation Education (2000).

Staff should ensure that students understand that they are not in a position to guarantee confidentiality.

Staff should ensure they are fully aware of the school's procedures in dealing with Child Protection issues.

The Schools designated safeguarding team meets regularly to discuss safeguarding cases, but also to keep abreast of changes to the use of social media and technology so that students can be informed of how to stay safe online. This is relayed to students as a standing item on the assembly rota led by the designated safeguarding lead.

## **7. Equal Opportunities**

Sex and relationships Education will be delivered equally to both genders, normally in mixed classes. There are, however, certain topics that may be delivered in single sex groupings eg. Menstruation and Personal Hygiene.

## **8. Topics delivered through the Sex and Relationships Education Programme**

Science 'sex and relationships'

The Key Stage 3 National Curriculum for Science looks at the physical and emotional changes that take place during adolescence as well as the biology of human reproduction which includes the study of the menstrual cycle and the process of fertilisation.

In year 9 the science curriculum covers the growth and reproduction of bacteria and how the spread of viruses can affect human health.

In year 10 the science programme of Study includes the knowledge and understanding of the effect of sex hormones and how sex is determined in humans. The medical use of hormones to control and promote fertility is discussed.

The Life Skills programme will include the following topics within each year group:

- Year 7 Puberty
- Year 8 Family and romantic relationships, hygiene and spots etc
- Year 9 Consent, risks, associated with a fertile body: so contraception, STIs, AIDS HIV
- Year 10 Contraception, impact of being a parent and parenthood, STIs
- Year 11 Costs of being a parent (financial and emotional), abortion and adoption,
  - plus for girls the importance of being breast aware and cervical screening
  - and for boys awareness of testicular cancer and the importance of self-examination.

## **9. Methodology and Approach, including explicitness and delivery of controversial topics:**

Staff should make it explicit that lessons cover essential knowledge as well as the opportunity for reflection and discussion. It is important that teachers can present the course information with a sense of openness but the opportunity for students to ask questions is there.

Questions about individual contraceptive advice cannot be dealt with by teaching staff. Information can only be given by the relevant external agency.

Staff should try to respond to students' questions providing that answers are formed in terms of the promotion of family values.

Homosexuality does not feature as a topic in itself within the Life Skills curriculum but there is acknowledgement that homosexual and lesbian relationships exist. References to the physical aspects of relationships should be avoided in discussion. Attitudes towards same-sex relationships are discussed in Religious Studies year 10, as part of the CLL programme, and also within assemblies.

Assemblies are used in each small school to emphasise correct attitudes towards same sex relationships, and to also highlight the importance of vigilance regarding the use of social media and mobile phones so that students understand the dangers of posting images/taking photos. The PCO will sometimes take a lead on these assemblies and follow up activities are completed during CLL time. The Designated safeguarding lead ensures that parents are kept informed of the latest information regarding the use of modern technologies and their safe application through the school website and heads newsletter. The Principal's newsletter provides links to various information and guidance which can be accessed at home for support

## **10. Inclusion Statement**

In our school we have a commitment to ensure that our programme is relevant to all students and is taught in a way that is age and state appropriate.

## **11. Evaluation, assessment and reporting to parents**

Evaluation and assessment including self-assessment are an integral part of SRE. A comment on a student's progress in SRE is including our reporting on Life Skills to parents/carers.

## **12. Policy Review and Evaluation**

This policy is evaluated on an annual basis by the Vice Principal and Head of Life Skills, and is reviewed annually by Governors.