

# Oriel High School : Sex & Relationship Policy

**Date Amended: September 2018**

**Date of Ratification: 26.09.18**

**Next Review Date: September 2019**

## Introduction

The Sex & Relationship Education programme should link with the PDC framework and be:

- An entitlement for all students.
- An integral part of the learning process, beginning in childhood and continuing in adult life. It should, therefore, be delivered as a spiral curriculum forming part of a whole school approach to PDC. It will contribute to promoting the spiritual, moral, cultural, mental and physical development of students at school and of society and prepare students for the opportunities, responsibilities and experiences of adult life.

Sex Education will enable students to make healthy, informed judgements about, and have an understanding of, the biological, social, emotional, legal and pastoral aspects of sex, sexuality and family life. Information about sex and sexuality must be given within a moral framework stressing the value of human relationships, including friendship, family, marriage, parenthood and stable and loving relationships for the nurture of children.

The students' own family and cultural background will offer a diversity of values and attitudes. The students need, therefore, a well ordered and structured learning environment to address the moral and ethical dilemmas that they may face as adults.

Sex education will address issues of equality such as gender, culture, religious beliefs, HIV/AIDS with an absence of prejudice.

## Aim

- Develop knowledge and understanding about growth and physical development at appropriate stages.
- Understand human sexuality, reproduction, sexual health, including STI's, HIV, etc, emotions and relationships.
- Foster self-esteem, self-awareness and a sense of moral responsibility and to learn the value of respect, love and care.
- Foster the value of family life, marriage and stable and loving relationships.
- Develop the skills to avoid and resist unwanted sexual experience and learn to recognise and avoid exploitation and abuse.
- Develop knowledge and understanding about contraception, the range of local and national sexual health advice, contraception and support services.
- Develop an understanding of the reasons for delaying sexual activity and the benefits to be gained from such delay; and the avoidance of unplanned pregnancy.

- Encourage explanation of values and attitudes, consideration and understanding of sexuality, moral dilemmas, personal relationships and the development of communication and decision making skills including an appreciation of the consequences of choices made.
- Develop skills to manage conflict.

### **Organisation of School Sex & Relationship Education**

**Name of Co-ordinator responsible for planning and delivery:** Ms Barnes.

#### **Who will teach it?**

- Science staff teach biological aspects in KS3/4 statutory Science orders.
- If issues arise during tutorial time, tutors may cover emotional aspects. Planned lessons related to sex education will be discussed with the PDC Co-ordinator.
- PDC Co-ordinator and trained health teachers.
- English/Drama, RE and PE staff.

#### **Provision of programme:**

- Discrete curriculum time (specialist teams KS3 & KS4) with additional specialist input
- Teaching PDC in and through other subjects/curriculum areas.
- Through PDC activities and school events.
- Through pastoral care and guidance.

A combination of these is needed in a whole school approach.

#### **TRAINING**

The school is committed to training for all teachers/staff, who will be circulated with relevant guidance and documentation to inform their teaching, including details of the Sexual Offences Act.

### **Methodology – will be differentiated to meet the needs of all students**

- Ground rules will be established.
- Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting.
- Group work, projects, role-play, simulations, discussions, case studies and student centred approaches which encourage communication skills.
- Work within a moral framework.
- Guest speakers, e.g. school nurse, though these will not be left in full/lone charge of a class.
- Reflection/evaluation.
- Use of relevant resources, e.g. questionnaires, videos, posters, leaflets.

### **Use of Materials**

Materials used will be in accordance with the PDC framework and the law, inappropriate images will not be used nor will explicit material not directly related to explanation.

### **Language**

Normal practice is to use correct terminology although figures of speech in common usage may be used on occasions to facilitate students' understanding.

### **Sexual Identity and Sexual Orientation**

- The school will make sure that the needs of all students are met in the programmes. Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them and sensitive to their needs.
- In line with guidance from DfE, teachers will deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. However, there will be no direct promotion of sexual orientation.
- The school will deal with homophobic bullying. Emotional distress and harm caused by bullying in whatever form – be it racial, as a result of a student's appearance, related to sexual orientation or for any other reason – will be dealt with according to the School's Anti-bullying Policy.

### **Contraception**

- Information on contraception will be given to under 16's as part of the planned Sex Education Programme.
- In line with DfE guidance, If students ask for individual advice, teachers will refer the student to PDC Co-ordinator or school nurse. At all times, students will be encouraged to talk to their parents.

### **Specific Classroom Arrangements**

Most lessons will be taught in mixed classes although it may be appropriate on occasions to discuss some issues in single sex groups, e.g. if it is not culturally appropriate to address particular issues in a mixed group.

### **Procedures for Reviewing Effectiveness of Programme**

- Individual lesson evaluation/reflection.
- Student evaluation/reflection.
- Initial annual revision of policy; thereafter biennial.

### **Secondary School Liaison with Primary School Feeders**

In consultation with appropriate Assistant Head, school nurse and individual schools where appropriate.

### **Child Withdrawal Procedures**

Parents are informed when Sex Education is to be taught. Parents have a right to withdraw their children from part or all of the Sex and Relationship Education, although this is discouraged. They can request further information and copies of resources. A parent does not need to give a reason for withdrawing a child.

- A parent does not have the right to withdraw from statutory orders in Science.

- Students who are withdrawn should be dealt with sensitively. Special arrangements, e.g. with mentor, should be made and appropriate work set. A special support pack provided by the DfE is available.
- Where a parent has requested withdrawal from Sex Education, it will apply to any lesson, e.g. English, where it is known beforehand that Sex Education issues will be discussed. However, where Sex Education issues arise spontaneously and are not planned, withdrawal would not be appropriate.

## OTHER CONSIDERATIONS

All teachers must be aware of the following:-

### Personal Disclosures

Disclosures from students may take place at an inappropriate place or time. If this happens, the teacher will talk again individually to the student before the end of the school day. The teacher may be able to discuss the issue with an appropriate colleague without giving the name of the student.

### Suspicion of Child Abuse

If a teacher is concerned that a student is at risk of sexual abuse, they will follow the school's Child Protection Procedures.

### Monitoring

Monitoring will be an ongoing process which will ensure that the Sex and Relationship Education programme is being effectively implemented.

## Assessing, recording and reporting personal and social development

Within PDC a set of criteria against which students can be assessed is clear. However, by detailing the skills and knowledge which students should have the opportunity to learn, students and teachers can develop shared criteria useful for setting personal goals and agreeing strategies to reach them, and against which assessment of progress and recording achievement can take place.

Assessment will allow the learner to:

- Pose the questions.
- Make the judgement in the light of the evidence of his/her current strengths and needs.
- Reconsider and plan in terms of his/her growth and development.

### What can be assessed?

Factual knowledge and understanding.

### Personal and social skills

Schools will ensure that students have opportunities to learn and practise skills. They can then be assessed in real or simulated activities.

### Who can be involved in assessing skill level and progress?

- Individuals themselves, their peers and teachers.
- Adults from outside school.

### Recording

Teachers, students and parents will know what progress is being made in personal and social development. The different activities which contribute to the curriculum for PDC will generate opportunities to record learning and progress in different ways, e.g. student profiles, records of achievement, etc.

Ways in which formative evidence can be recorded by students:

- Self assessment
  - checklist
  - diary
  - display

- Peers observation  
checklist  
video/audio tapes  
reflection in pairs or small groups
- The group graffiti sheets  
reflection on a group activity
- Teacher and student can be recorded by: one to one reflection based on evidence Teacher evidence
- Teacher checklist  
observation of role play  
written records
- In conjunction with other adults e.g. work experience report
- Documentation certificates of achievements

### Reporting

The students' annual school report will include a commentary on personal and social learning. Values to be considered: in line with the school's ethos and the statement of values by the National Forum for values in education and the community

### Examples of values in relation to sex education

|                                    |  |
|------------------------------------|--|
| Dignity                            | - behaving in a way which is not damaging to self-respect  |
| Self-restraint                     | - the ability to be able to resist pressure  |
| Respect for self and others        | - sexuality can be expressed through a range of relationships<br>- exploitation is wrong<br>- respect the privacy of others  |
| Sensitivity to the needs of others | - the origins and purpose of different sexual orientation are not known<br>- different cultures have different values<br>- all families are different                    |
| Loyalty and fidelity               | - loyalty to and fidelity within relationships are goals to which one should aspire  |
| Relationships                      | - value others for themselves and realise that relationships are fundamental to the development and fulfilment of ourselves and others, and to the good of the community |
| The Individual                     | - human beings are unique, capable of spiritual, moral, intellectual and physical growth and development   |

## Society

- humans have rights; families are the sources of love and support for all their members, and as a basis of a society in which people care for others; respect the rule of law and encourage others to do so; respect religious and cultural diversity

### Related Policies:

- Anti Bullying Policy
- Child Protection Policy
- Special Educational Needs Policy
- Equalities policy