

**SEX AND RELATIONSHIPS EDUCATION POLICY**

<b>Role</b>	<i>Designated Teacher for Sex Education</i>	<i>Deputy Designated Teacher</i>
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*Our 'Named Governor' with special responsibility for Sex & Relationships Education  
Is Karen Nathan*

Policy Reviewed & Approved by Governors:

Date: \_\_\_\_\_ June 2017

Signed by Headteacher: \_\_\_\_\_

Signed on behalf of the  
Governors Staffing Committee: \_\_\_\_\_

Date of next review: \_\_\_\_\_ June 2020

## **Sex and Relationships Education Policy**

Sex Education forms part of a wider programme of health education, which is taught within the Character and Wellbeing (CWB) programme. Aspects of sexual development and behaviour are taught in the context of a moral framework and with regard to the values of family life. The need for self-restraint, dignity and respect for others is emphasised and students are taught the emotional, moral and physical risks of promiscuous behaviour. Every student has the right to be as well informed as possible about issues surrounding sex and relationships in order to facilitate their development into responsible citizens.

Sex and Relationship Education (SRE) aims to help students develop knowledge, skills and understanding about the value of loving, diverse and stable relationships along with developing an understanding of their own sexuality and sexual health. The aim is to help young people lead confident, healthy lives to enable them to be active citizens with due regard to the value of family life in all its forms.

The aim of this policy is to:

- Prepare students to progress from adolescence to adulthood with an awareness of the rights of others and develop the capacity to make choices in a caring and sensitive manner.
- Enable students to conduct personal relationships with a full understanding of the meaning of responsibility.
- Enable students to conduct their lives with confidence knowing their own legal rights.

Townley provides sex education (including information about HIV/AIDS and other sexually transmitted diseases) to all students. Only the biological aspects of sex education are taught as part of National Curriculum Science. Parents have the right to withdraw their children from any teaching of sex education with the exception of National Curriculum Science. We believe that sex education is important for all students and we would expect parents to discuss any concerns with the school before seeking to exercise their right to withdraw a child.

Occasionally during a lesson, which is not part of the Character and Wellbeing programme, issues relating to sexual conduct may arise from the subject matter being taught. Discussions arising on such an occasion will reflect the values endorsed in the school's policy statement but would not constitute 'sex education' as defined in law.

### **Objectives**

The Sex and Relationships Education Programme seeks to:

- Provide knowledge about loving relationships, including lesbian, gay, bisexual and transgender (LGBT) relationships, the nature of sexuality and the processes of human reproduction.
- Lead to the acquisition of understanding and attitudes in order to enable students to view their relationships in a responsible and healthy manner.
- Provide a programme which is tailored not only to the age but also the understanding of students.
- Present information in an objective, balanced and sensitive manner, which has an awareness of the law on sexual behaviour.

- Encourage the development of social skills and strategies which will reduce the risk of exploitation, misunderstanding and abuse.
- Allow students to examine the physical and emotional implications of sexual behaviour and to appreciate the need for all genders to behave responsibly in sexual matters.
- Develop awareness of gender and sexual identity and to challenge sexism, homophobia, biphobia, transphobia and prejudice in society.
- Ensure that students have a clear understanding of sexual and reproductive biology, including knowledge of HIV and other sexually transmitted diseases.
- Make students aware of the unrealistic nature of pornography, both physically and emotionally.

### **Curriculum organisation and delivery**

Sex and Relationships Education (SRE) is part of a planned, cohesive and coherent Health Education Programme delivered in all years from Year 7 to Year 13. Students will receive SRE through their Character and Wellbeing sessions (CWB). Some aspects are also addressed in Science (KS3 and KS4) and in other curricular areas including assemblies, where appropriate.

All students within the school have equal access to sex and relationships education. Topics are revisited in order to allow provision for previous absence and different levels of understanding and maturity. The programme allows teachers to adapt materials and approaches to suit students of different learning abilities.

Teachers, and all those contributing to Sex and Relationships Education, will work within an agreed values framework as set out in this policy and, where appropriate, receive training.

Before delivery of the topics, a letter will be sent to parents advising them of the right to withdraw their child from the lesson. CWB lessons are delivered using a wide range of appropriate materials including videos, role play, class discussions and worksheets. Visiting professionals, where possible, are used to address the issues of menstruation, female health and contraception. All lessons are values-based and reflect the ethos of the school in their emphasis on personal development.

**Other curriculum areas:** Science and RE also cover the area of sex and relationships. The areas to be covered are the sexual behaviour aspects of human relationships, contraception and sexually transmitted diseases. The programme will also seek to encourage an exploration of personal, social and moral considerations and will seek to equip students with the skills of resisting unwanted pressure. To comply with government requirements, sex education in Science will be restricted to the biological aspects of sexual behaviour. In other subject areas opportunities for considering broader emotional and ethical dimensions to sexual attitudes may well arise and be dealt with.

### **Course Content**

The course will deal with the following aspects of sexuality and reproduction:

- The preparation of students for puberty
- The preparation of girls for menstruation before their periods start
- Precise information about access to confidential contraceptive information, advice and services
- Sexual orientation and different forms of identity within relationships – teachers will deal openly and honestly with questions relating to sexual orientation and gender identity

- Precise information regarding sexual reproduction, physical and social aspects
- The moral and personal dilemmas involved in abortion and knowledge to access a relevant agency if necessary
- The impact of pornography
- Awareness of the risks of sexually transmitted infections (STIs) including Human Immunodeficiency Virus (HIV) and information about prevention, diagnosis and treatment
- Knowledge about what safe sex is, why it is important and how to negotiate with a partner

The programme will present factors in an objective and balanced manner so that students can:

- Comprehend the range of sexual attitudes and behaviour in present day society
- Know what is and what is not legal
- Make informed, reasoned and responsible decisions about the personal values they will adopt both while they are at school and in adulthood
- Emphasise the skills, attitudes and insights that young people need in order to form loving and caring relationships
- Foster self-esteem, self-awareness and the skills of assertiveness that will enable them to resist and avoid unwelcome peer or social pressures.

### **Sensitive or controversial topics**

During SRE lessons (and at other times), controversial topics may arise. The judgement of individual teachers will decide as to whether the subjects are suitable for class discussion. Teachers will try to answer pupils' questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgement of the teacher must come into play.

Teachers should establish a set of ground rules so that young people are aware of parameters. For example:

- If a question is too personal, remind the student about the ground rules
- If the student needs further support, guide them to the Student Services Manager
- If a question is felt to be too explicit, acknowledge it and deal with it outside the whole class setting

Any concern about sexual abuse must be followed up under the Child Protection Procedures.

Where discussions about sexual behaviour arise from apparently unrelated topics, teachers will give attention to relevant issues, again using professional judgement.

### **Working with parents**

Under the Education Act 1993, parents have the right to withdraw their children from either, or all, of the Sex Education provided by the school. This does not include aspects of Sex Education covered by the Science National Curriculum. Parents who wish to exercise this right should contact the Headteacher. Any student withdrawn from sex education lessons will be provided with alternative work by their CWB tutor. Such work will be relevant to the programme's overall aims.

Parents are the key people in teaching their children about sex, relationships and growing up. Many parents find it difficult to talk to their children about these matters. The school is committed to supporting parents in this area of bringing up their children. The school believes that the SRE programme is of the utmost importance for all students.

### **Confidentiality**

Effective SRE should enable and encourage young people to talk to a trusted adult if they are in a sexual relationship or contemplating being so. It is desirable, but not always possible, that that person should be their parent carer. The law allows health professionals to see, and in some cases, treat young people confidentially and part of this process includes counselling and discussions about talking to parents.

In order to be able to take responsibility for their actions, young people need to be more generally aware of the law in relation to sexual activity and local confidential services.

Nevertheless, there may be cases where a teacher learns from an under 16 year old that they are having, or are contemplating having, sexual intercourse. In these circumstances the school will take steps to ensure that:

- Wherever possible the student is persuaded to talk to their parent or carer
- Any child protection issues are addressed
- That the student has been adequately counselled and informed about contraception, including precise information about where they can access contraception and advice

When the teacher who receives this information believes that there is a child protection issue to be addressed, they should refer the case to the designated Child Protection Co-ordinator. They should also ensure that the student understands that if confidentiality has to be broken, they will be informed first.

### **Staff training**

We shall seek to provide training for those teachers who are involved in the SRE programme in order to provide them with the requisite skills and knowledge.

### **The Role of Health Professionals in the delivery of Sex and Relationships Education**

The school will work closely with health professionals including nurses, youth and social workers, in the development and implementation of the school's SRE programme.

Any visitors used to help in the delivery of the SRE programme will be clear about the boundaries of their input and will be aware of the SRE curriculum, relevant school policies and their work will be planned and agreed.

### **Monitoring the implementation of the Policy**

The CWB co-ordinator will be responsible for the day-to-day implementation of the policy in relation to the preparation and delivery of sex education within the curriculum. Representatives from the Governing Body will monitor sex education issues on a regular basis to enable the appropriate implementation of the Policy.