

## SEX & RELATIONSHIPS POLICY

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This policy has been written in light of the replacement of Circular 5/94 by the 'Sex and Relationship Education Guidance' document (0116/2000) issued in JULY 2000 by the DfEE. The new document was written to take into account the revised National Curriculum published in Sept 2000, the new PHSEE Framework and the Social Exclusion report on teenage pregnancy. Accreditation to the National Healthy Schools Initiative and 'Every Child Matters' has had a significant influence on the content of this policy.

Under the provisions of the Special educational Needs and Disability Act (2001) the school is under an obligation to ensure that SRE in the school is meeting the needs of disabled pupils. We aim to ensure that the SRE challenge the stereotypes which affect the aspirations and self-esteem of the young disabled person who may be attempting to assert themselves as independent adults. Disabled pupils have an equal need and right to take part in SRE lessons.

### **1. Sources of Information**

This policy has drawn on:

- DFE 'Sex and Relationship Education Guidance', 2000.
- Healthy Schools Example SRE policy 2009
- Sex and relationship education guidance DFE 2001
- Sex and Relationships, Ofsted, 2002, Sex and Relationships. Office for Standards in Education, London.
- National Healthy School Standard, Sex and Relationships Education 2001
- Teenage Pregnancy, Social Inclusion Unit 1999
- Sex and relationship education, healthy lifestyles and financial capability QCA 2005 Sex Education Forum
- Social Exclusion Unit, 1999, Teenage Pregnancy Strategy. Social Exclusion Unit, London.

### **2. What is Sex and Relationship Education?**

"Sex and relationship education (SRE) is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care, whilst recognising that there are strong and mutually supportive relationships outside marriage. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity. " DFE 0116/2000

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It has three main elements:-

## **Attitudes and values :-**

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

## **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 an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- and learning how to recognise and avoid exploitation and abuse.

## **Knowledge and understanding:-**

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, 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;
- and the avoidance of unplanned pregnancy.

The sex education elements contained in the National Curriculum Science Orders are mandatory for all pupils of secondary age. Sex education in the National Science Curriculum covers anatomy, puberty and biological aspects of sexual reproduction.

- Secondary schools are required to provide an SRE programme which includes (as a minimum) information about sexually transmitted infections and HIV/AIDS.

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- Parents have the right to withdraw their children from SRE provided outside National Curriculum Science. They cannot withdraw their children from National Curriculum subjects.
- This policy should be cross referenced to the schools Child Protection Policy.

## 3. Principles and Values

The aim of SRE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our SRE programme aims to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- communicate effectively by developing appropriate terminology for sex and relationship issues.
- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity
- understand the arguments for delaying sexual activity.
- understand the reasons for having protected sex.
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- know how the law applies to sexual relationships
- inform of the age of legal consent,
- acknowledge that some young people do have sexual relationships involving intercourse before that age,
- many people do delay sexual relationships until much later despite a media climate which suggests they do not,
- many people prefer not to have casual sexual relationships because of risks and prefer to wait until they are in a proper stable relationship - for some this will be marriage for others it will not,
- that contraception should be joint responsibility,
- any sexual relationship should be a partnership, in which the rights and feelings of both sides are acknowledged,

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- that sexual relationships do involve certain emotional and physical risks as well as pleasure.
- that sexual relationships are the responsibility of both parties

The Moral Framework which is the context for SRE is one where we help pupils develop a responsible attitude which acknowledges the rights and responsibilities of themselves and others and encourages an understanding of the need to have a responsible attitude to sexual behaviour. The delivery has to sit in the context of the wider values of the school therefore it should:-

- be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- be an entitlement for all young people
- encourage every student to contribute to make our community and aims to support each individual as they grow and learn.
- be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

## **4. Organisation and Content of Sex and Relationship Education**

Holly Lodge specifically delivers Sex and Relationship Education through its PSHE (Personal, Social and Health Education) / Citizenship Programme, through Subject Immersion Days and in RE and Science lessons at KS3, and KS4. In Key Stage 5 Sex and Relationship Education is delivered on Personal Development Mornings (PDM's).

Much of SRE at Holly Lodge takes place within PSHE and Science lessons. In PSHE specifically trained APAUSE staff (Added Power and Understanding in Sex Education) accredited by – Exeter University deliver the SRE topics with support from health professionals where appropriate. SRE lessons are set within the wider context of the

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PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

The PSHE Programme and Science National Curriculum is taught in every year .

In addition, this work is regularly supported by external agencies and health professionals. Therefore our approach attempts to find a balance between knowledge and understanding and feelings, attitude and values, development of self-esteem and skill development.

Informal assessment is carried out at the end of every unit and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

## **By the end of Key Stage 3**

- Pupils will have the opportunity to develop an understanding of:
- Manage changing relationships;
- Recognise the risk to personal safety in sexual behaviour and be able to make safe decisions;
- Ask for help and support;
- Explain the relationship between their self-esteem and how they see themselves;
- Develop skills of assertiveness in order to resist peer pressure and stereotyping;
- See the complexity of moral, social and cultural issues and be able to form a view of their own;
- Develop good interpersonal skills to sustain existing relationships as they grow and change and to help them make new relationships;
- Develop empathy with the core values of family life in all its variety of forms;
- Recognise the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage;
- Recognise the stages of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively.

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## **Pupils will know and understand:**

- That fertilisation in humans is the fusion of a male and a female cell\*;
- The physical and emotional changes that take place during adolescence\*;
- About the human reproductive system, including the menstrual cycle and fertilisation\*;
- How the foetus develops in the uterus\*;
- How the growth and reproduction of bacteria and replication of viruses can affect health\*;
- How the media influences understanding and the attitudes towards sexual health;
- How good relationships can promote mental well-being;
- The law relating to sexual behaviour of young people;
- The sources of advice and support;
- About when and where to get help such as at a genitourinary medicine clinic.

## **Pupils will have considered:**

- The benefits of sexual behaviour within a committed relationship;
  - How they see themselves affects their self-confidence and behaviour;
  - The importance of respecting difference in relation to gender and sexuality;
  - How it feels to be different and be discriminated against;
  - Issues such as the costs of early sexual activity;
  - The unacceptability of prejudice and homophobic bullying;
  - What rights and responsibilities mean in relationships.
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- \*Part of the National Curriculum for science.

## **By the end of Key Stage 4**

### **Pupils will have the opportunity to develop an understanding of:**

- Recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek professional health advice;
- Manage emotions associated with changing relationships with parents and friends;
- See both sides of an argument and express and justify a personal opinion;
- Have the determination to stand up for their beliefs and values;
- Make informed choices about the pattern of their lifestyle which promotes well-being;

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- Have the confidence to assert themselves and challenge offending behaviour;
- Develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within a close relationship;
- Work cooperatively with a range of people who are different from themselves.

## **Pupils will know and understand:**

- The ways in which hormonal control occurs, including the effects of the sex hormones and some medical uses of hormones including the control and promotion of fertility\*;
- The defence mechanisms of the body\*;
- How sex is determined in humans\*;
- How HIV and other STI's affect the body;
- The link between eating disorders and self-image and sexual identity;
- The risks of early sexual activity and the link with the use of alcohol;
- How the different forms of contraception work and where to advice;
- The role of statutory and voluntary organisations;
- The law in relation to sexual activity for young people and adults;
- How their own sexual identity is influenced by both their personal values and those of their family and society;
- How to respond appropriately within a range of social relationships;
- How to access the statutory and voluntary agencies which support relationships in crisis;
- The qualities of good parenting and its value to family life;
- The benefits of marriage or a stable partnership in bringing up children;
- The way different forms of relationships including marriage depend for their success on maturity and commitment.

## **Pupils will have considered:**

- Their developing senses of sexual identity and feel confident and comfortable with it;
  - How personal, family and social values influence behaviour;
  - The arguments around moral issues such as abortion, contraception and the age of consent;
  - The individual contributions made by partners in a sustained relationship and how these can be of joy or benefit to both;
  - The consequences of close relationships including having children and how this will create family ties which impact on their lives and those of others.
- \*part of the National Curriculum for science.

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## An outline of the programmes at Key Stages 3 to 4 are set out below

### At Key Stage 3

Year 7	Year 8	Year 9
<ul style="list-style-type: none"> <li>• Transition</li> <li>• Puberty - the physical and emotional changes that take place in adolescence</li> <li>• Personal hygiene</li> <li>• Body Image</li> <li>• Feelings</li> <li>• Friendships</li> <li>• Self-esteem</li> <li>• Peer- pressure</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy Living</li> <li>• Friendships and values</li> <li>• Fertilisation in humans is the fusion of a male and female cell</li> <li>• The human reproductive cycle, including the menstrual cycle and fertilisation</li> </ul>	<ul style="list-style-type: none"> <li>• Friendships and relationships</li> <li>• Sexuality</li> <li>• Sexually Transmitted Infections</li> <li>• Decision-making</li> <li>• Accessing services</li> <li>• How the growth and reproduction of bacteria and the replication of viruses can affect human health</li> <li>• Contraception</li> </ul>

### At Key Stage 4

Year 10	Year 11
<ul style="list-style-type: none"> <li>• Well –being</li> <li>• Sexual Health</li> <li>• Emotions in relationships</li> <li>• Sexuality</li> <li>• Teenage pregnancy</li> <li>• Views on sex</li> <li>• Body Image</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships and sexuality</li> <li>• Attitudes to sexuality</li> <li>• Sexual health Including HIV/ Aids and Sexually Transmitted Infections</li> <li>• Contraception</li> <li>• Parenting responsibilities</li> <li>• Hormonal control in humans, including the effects of sex hormones</li> <li>• Medical uses of hormones, including the control and promotion of fertility</li> <li>• How sex is determined in humans</li> </ul>

### At Key Stage 5

PDM's allow time and contact with staff to continue to support SRE. Further advice and guidance for students may be accessed through Tutors, Learning Mentors and the Head of Sixth Form.

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## 5. Inclusion

**Ethnic and Cultural Groups.** We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

**Students with Special Needs.** We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

**Sexual Identity and Sexual Orientation.** We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

## 6. Right of Withdrawal of Students from Sex and Relationship Education

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any SRE resources the school uses.

## 7. Confidentiality, Controversial and Sensitive Issues

Teachers cannot offer unconditional confidentiality.

In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:

- the young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- child protection issues will be considered, and referral made to the relevant agencies where necessary. (See Child protection Policy)
- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

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In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's Child Protection policy.

## **8. Monitoring and Evaluation of Sex and Relationship Education**

It is the responsibility of the Assistant Headteacher (Pastoral and Welfare) to monitor and review PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning.

The Governors Curriculum and Staffing and Committee is responsible for overseeing, reviewing and organising the revision of the Sex and Relationship Education Policy

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's sex and relationship education policy, and on support and staff development, training and delivery.

Adopted by the Governing Body on \_\_\_\_\_ Review Date \_\_\_\_\_