

Sex and Relationships Education Policy

Related Documents:

- Teaching and Learning Policy
- PSE (LLL) Handbook
- Relationships Policy
- Science Schemes of Work
- Counselling Guidance

National Documents:

- ‘Sex and Relationships Education Guidance (DFEE) 2000
- ‘Sex and Relationships’ Draft Guidance W.A.G. 2009

Sex and Relationship Education

What is sex and relationship education?

It is a 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. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

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 the 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.

How is Sex and Relationship Education delivered?

Sex and relationship education is a part and parcel of our whole school approach to building positive relationships through meaningful discussions about feelings, and values. Sex and relationship education set within the PSE (Integrated Curriculum) programme. This Programme helps young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

Using the new PSE framework pupils develop the skills and understanding the need to lead confident, healthy and independent lives. It reaches young people to understand human sexuality and to respect themselves and others.

The School's commitment to a restorative ethos allows young people to be confident in articulating their thoughts and feelings and in securing a positive self-image.

Use of materials

Materials used in school are in accordance with the PSE framework document and the law. As far as possible Monmouth Comprehensive School ensures that students are protected from inappropriate materials, having regard for the age and cultural background of the students.

Monmouth Comprehensive School also have a filter system to prevent students from accessing unsuitable materials on the internet.

Details of where Sex and Relationship Education is found

Examples PSE Framework (see Individual S.O.W. for more details)

Year 8 – Self-esteem, Personal Hygiene, Journey Of The Sperm, issues surrounding STI and contraception

Year 9 - Body image, keeping safe

Year 10 - Mental Health and relationships sexual health

Year 12/13 - Keeping safe

N/C Science Curriculum:

History – Role of Women

Geography – Social aspects of aspects of population/demographics

Ethnicity

It is important for our approach to sex and relationship education to be both culturally appropriate and inclusive. Monmouth Comprehensive School has consulted with parents from all backgrounds to ensure our approach is appropriate and acceptable.

Additional Needs

All students regardless of learning difficulties are included in sex and relationship education. Teachers may find that they have to be more precise and plan work in different ways in order to meet the individual needs of children with learning difficulties. (ILP procedures/strategies)

Sexual Identity and Sexual Orientation

Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them and sensitive to their needs. Teachers should deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

Personal beliefs of teachers

Teachers and all those contributing to sex and relationship education are expected to work within the PSE framework. Teachers have a responsibility to ensure the safety and welfare of their students. They are in a particular position of trust.

Contraception Advice

Trained staff and Health Professionals are able to give young people full information about different types of contraception, including emergency contraception and their effectiveness.

Trained teachers and Health Professionals can also give students individually and as a class – additional information and guidance on where they can obtain confidential advice, counselling and where necessary, treatment. However, the key task for the school is, through appropriate information and effective advice on contraception and on delaying sexual activity, to reduce the incidence of unwanted pregnancy.

Counselling

Monmouth Comprehensive School provides one to one counselling as part of the school support and guidance for students. Where ever possible students are encouraged to inform their parents or guardians about discussions or outcomes regarding sexual practise. (See Counselling Guidance)

Menstruation

The onset of menstruation can be alarming for girls if they are not prepared. The PSE programme with support from our school health professionals prepares girls for menstruation and supports them through it.

Parents right to withdraw

Parents have the right to withdraw their children from all or part of the sex and relationship education provided at the school. Except for those parts included in the statutory National Curriculum. The school will make alternative arrangements.

School Health Professionals

Many schools are already working closely with health professionals in the development and implementation of their sex and relationship education programmes. Health professionals such as doctors and nurses (especially school nurses) have much to offer:

- They can work closely with teachers in supporting sex and relationship education in the school (complementing the role of the teacher);
- They can help schools in partnership with parents and make links between the school and other relevant professionals and services such as local GPs, family planning clinics, Genito-Urinary Medicine (GUM) clinics etc;
- They can tell pupils about the health services that are available in the area and help them develop the confidence and skills to make good use of them;
- They can give pupils confidential support and advice, perhaps through services such as drop-in sessions; and
- They can provide specific and up-to-date knowledge about sexual health and well being and contraception.
- Instructions of the Headteacher. However, when they are in their professional role, such as a school nurse in a consultation with an individual pupil, they should follow their own professional codes of conduct (this is the case irrespective of who is paying them).

Confidentiality

Teachers cannot offer or guarantee absolute confidentiality. It is only in the most exceptional circumstances that schools should be in the position of having to handle information without parental knowledge.

If a member of the school's staff suspects that a child is a victim abuse they should report it immediately to our Child Protection Officer (Mr A Williams). In his absence to Mr R V Davies (Headteacher).

There may be cases where a teacher learns from an under 16 year old that they are having, or contemplating having, sexual intercourse. In these circumstances, schools ought to be in a position to take steps to ensure that:

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

How is sex and relationship education monitored/evaluated?

- Annual Review in October.
- Records on health and relationships
- School Council
- Governors regularly review and discuss the policy.

Appendix A

Teaching Strategies for Sex and Relationship Education

This section looks at some practical strategies for teaching sex and relationship education. Schools may already be making use of these in their programmes.

It is essential that schools can help children and young people develop confidence in talking, listening and thinking about sex and relationships. Teachers and other staff may need to overcome their own anxieties and embarrassment to do this effectively. Partnership between school and parents is the key to success. There are a number of teaching strategies that can help this, including:

- Establishing ground rules with their pupils;
- Using 'distancing' techniques;
- Knowing how to deal with unexpected questions or comments from pupils;
- Using discussion and project learning methods and appropriate materials; and
- Encouraging reflection.

Some teachers will need training and support, perhaps by teaching or by inviting visitors from outside services or agencies.

Ground rules

A set of ground rules will help teachers create a safe environment in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from pupils. Ground rules might be developed as part of the school's sex and relationship education policy or individually with each class or Year group. For example, one class worked out this set of ground rules together:

- No one (teacher or pupil) will have to answer a personal question;
- No one will be forced to take part in a discussion;
- Only the correct names for body parts will be used; and
- Meanings of words will be explained in a sensible and factual way.

Distancing techniques

Teachers can avoid embarrassment and protect pupils' privacy by always depersonalising discussions. For example role play can be used to help pupils 'act out' situations. Case studies with invented characters, appropriate videos, and visits to theatre in education groups can all help pupils discuss sensitive issues and develop their decision-making skills in a safe environment. Some of these methods are listed below under discussion and project learning.

Dealing with questions

Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting. Many teachers are concerned about responding to unexpected questions or comments from pupils in a whole-class situation. Having a set of ground



rules should reduce the chances of this happening but teachers will need support and training so that they are prepared for the unexpected. For example;

- If a question is too personal, the teacher should remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as a school counsellor, school nurse, helpline, or an outside agency or service;
- If a teacher doesn't know the answer to a question it is important to acknowledge this, and to suggest that the pupil or teacher or both together research the question later;
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In this way, the pupil will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To remain trust and respect the teacher must remember to talk with the pupil later; and
- If a teacher is concerned that a pupil is at risk of sexual abuse they should follow the school's child protection procedures.

Discussion and project learning

Research into what makes sex and relationship education effective shows that discussion and project learning encourages learning and is enjoyed by pupils.

Pupils take part in a structured activity in which they can:

- Draw on previous knowledge to develop more understanding;
- Practice their social and personal skills;
- Consider their beliefs and attitudes about different topics;
- Reflect on their new learning; and
- Plan and shape future action.

Active learning is most effective when pupils are working in groups. Methods include discussion techniques such as the use of circle time, case studies and project work.

Teachers should also assess the usefulness of providing factual information in written form for young people to keep for future reference.

Reflection

Reflecting is crucial for learning as it encourages pupils to consolidate what they have learned and to form new understanding, skills and attitudes. Teachers can help pupils reflect on their learning by asking questions like these:

- What was it like doing this discussion today?
- What did you learn from the others, especially those who had a different experience or belief from your own?
- What do you think you will be able to do as a result of this discussion?
- What else do you think you need to think or learn about?

Key Points

- Schools need to help children and young people develop confidence in talking, listening and thinking about sex and relationships.
- Teachers and other staff can use a range of strategies to help them do this, including establishing ground rules, introducing 'distancing' techniques, making use of discussion and project learning, and encouraging reflection.

This policy was agreed by the Governors

Signed: Chair of Governors

Date:

Signed: Headteacher

Date:

Review date: January 2015