

## Sex and Relationships Education Policy

Approved by: Safeguarding and Welfare Committee	Review Date: November 2018
Status: Statutory	Next Review: September 2020

A sex education programme should be treated as a positive opportunity for young people to understand and be in control of their emerging sexualities.

### OBJECTIVES

The specific objectives of a sex education programme will depend on the age and maturity of the students involved. Underpinning all of them will be an understanding of the biological, emotional, social, legal and moral aspects of sexuality.

In order to achieve the objectives the policy will aim to:

- To develop an understanding of a range of values and moral issues including the importance of family life in its many different contexts;
- To enable the students to understand the biological facts related to human growth and development including reproduction and contraception;
- To enable the students to develop further the nature of feelings and emotions experienced by themselves and others and the importance of healthy personal relationships;
- To enable the students to identify and use sources of help and advice available within the family, college and community;
- To present information to students about different types of contraceptives;
- To present information to students about HIV/AIDS and other Sexually Transmitted Infections [STI's] at an appropriate point;
- To assist the students in making informed decisions about sexual behaviour and the consequences of behaviour which carries risks;
- To enable young people to know and understand the legal framework relating to sexual activity;
- To foster a range of personal skills and qualities which will enable students to make informed choices and lead fulfilling and healthy lives;
- To develop an understanding of and sensitivity to different lifestyles, needs and the feelings of others.

### MORAL AND VALUES FRAMEWORK

The prime responsibility for bringing up children rests with their parents. We recognise that parents are key figures in helping their children to cope with the emotional issues involved in growing up and in preparing them for the challenges and responsibilities which sexual maturity brings. They will wish to do so within the moral framework which underpins their individual family life. The teaching offered by schools should be seen as complimentary and supportive to the role of parents. Current legislation states that all pupils should be offered the opportunity of receiving a comprehensive, well-planned programme of sex education during their school careers through a curriculum which:

- a. “promotes the spiritual, moral, cultural, mental and physical development of pupils at school and of society; and
- b. prepares such pupils for the opportunities, responsibilities and experiences of adult life.”

## **EQUAL OPPORTUNITIES**

The sex education programme has been devised to support the commitment of the School to equal opportunities. It does this in the following ways:

- By establishing a balanced and relevant sex education curriculum which is accessible to all students.
- By using teaching strategies that encourage positive attitudes and challenge prejudice and intolerance.
- By providing a safe environment where the ground rules for discussing these issues are established very clearly.
- By using and expecting language which promotes positive images and mutual respect.

## **ORGANISATION OF SCHOOL SEX EDUCATION**

### **Teaching of sex education**

Students are taught in group using resources that are designed to be accessible to students of all abilities. The programme involves the use of many resources. These are selected only if they support the aims and objectives of the programme, are easily accessible to students, respect the sensitivities of the students and their parents and are free of bias by gender, race or in any other form. Some of these are published materials, but many are produced by staff at the School.

### **Training provision**

Frequent training ensures that teachers are up to date, with the background biological knowledge associated with such topics as STI's and contraception. The delivery of the sex education programme by a relatively small number of teachers ensures that they can be offered adequate training. Governors are also encouraged to undergo training in this area. We also use external speakers e.g. school nurse.

### ***Procedures for reviewing effectiveness of programme***

A member of the SLT has the overview and will regularly monitor the programme.

## **SPECIFIC ISSUES STATEMENTS**

### **Contraceptive 'advice', information and referrals to under 16s (individually and in the classroom):**

Teachers should not offer individual contraceptive advice to students. This role is more appropriately performed by a Health Professional e.g. a Doctor or a Nurse. Work on contraception appears in PSHE lessons.

### **Confidentiality (individual and in the classroom)**

Confidentiality within the classroom is an important element of sex education. Teachers should, however, take care that they do not compromise themselves by promising confidentiality to individual students in 'delicate' situations. It is always wise in such situations to share information, most appropriately with a Head of House or member of the SLT. Legal guidelines will be followed.

### **Child sexual abuse procedure**

The definition of child abuse is clearly laid out in the School's Child Protection Document and the relevant steps that need to be taken in a case of suspected abuse. Procedures are mandatory upon all those dealing with child abuse in school. All staff are aware of the procedures which are documented in an abbreviated form in the Staff Handbook.

### **Right to withdraw child from Sex Education**

Parents have the legal right to withdraw children from aspects of sex education not covered by the National Curriculum Orders for Science and the School fully respects that right. Parents who wish to withdraw their children from sex education should write to the Head of School stating that they wish to do so. No explanation is required. However, we hope that no student will be withdrawn from the sex education programme. Teachers have worked hard to produce a course that is sensitively taught and appropriate to the needs of young people. Therefore, we would request that parents thinking of withdrawing a child give staff an opportunity to talk to them about the programme and hopefully allay any fears that they may have.

A student who is not following the sex education programme will not attend that particular section of activities during PSHE, but will follow another activity. The rest of their PSHE programme will be undisturbed. If discussion of sexual matters is likely to occur in other lessons, teachers need to be aware of students who are withdrawn from sex education lessons. If necessary they may need to be removed from particular lessons. This is unlikely to occur frequently, if at all. Where such matters emerge in an unpredictable context, teachers should use their professional judgement. In most cases, a brief answer is appropriate and acceptable.

### **Bullying procedures**

Should issues of bullying or sexual harassment arise the procedures laid down in the School Anti-Bullying Policy should be followed. Copies of all policies can be obtained from school.

### **Complaints procedure**

Jubilee High School has an open relationship with parents and always encourages them to express their concerns to the School so that they can be addressed. *Complaints should be addressed to the Head of School.*

### **Procedures for the involvement of health professionals and visitors**

Where people are invited in to speak to students, they will be made aware of the guidelines and will be expected to follow them. A member of staff will be present during the talk.

### **WORKING WITH PARENTS**

Parents who have concerns about sex education are encouraged to discuss these issues with the appropriate members of staff.

Information about what is taught and when is going to be made available through the website.

Responsible for Policy:	M Conroy
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