



Sex & Relationship Education Policy



1 INTRODUCTION

- 1.1 This policy takes into account Dfe Guidance DfEE 0116/2000 'Sex and Relationship Education Guidance':
- a. **Promote the spiritual, moral, cultural, mental and physical development of the students at the school and of society and**
 - b. **Prepare such students for the opportunities, responsibilities and experiences of adult life.**
- 1.2 Effective sex and relationship education does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity. It builds up knowledge and skills which are particularly important today because of the many different and conflicting pressures on young people.

Importance of sex and relationship education

- 1.3 Sex and relationship education is one aspect of our PSHCEE programme. It is important that it is not over emphasised, isolated or left to chance. Learning will focus on the responsibility of the individual and positive attitudes. Respect for self and others is an integral part of personal education and also of sex and relationship education. We aim to support the personal and social development of students in order that they can understand, accept and cope with the changes that take place in their own development and those around them.

2 CONTEXT

- 2.1 Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health.

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 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.

3 AIMS AND OBJECTIVES

3.1 Sex and relationship education should:

- equip students with knowledge and understanding, personal and inter-personal skills, attitudes, values and beliefs at an appropriate level for each student's development;
- be an integral part of the learning process, beginning in childhood and continuing into adult life;
- encourage exploration of values and moral issues, considerations of personal relationships and development of communication and decision making skills.

Objectives of the school's Sex & Relationship Education Policy

3.2 To create a programme that:

- caters for students' needs and is sensitive to individuals and groups;
- assists students to understand their personal responsibilities for their own bodies;
- encourages the acceptance of sexual matters without embarrassment;
- enables students to accept variations in rates of growth and development, physical, social and emotional;
- creates an atmosphere where questions and discussions can take place without embarrassment;
- provides reassurance that change is part of the life cycle and enables students to develop strategies for coping with change;
- Involves extended service providers who specialise in sex and relationship education as part of the PSHCEE programme and enrichment; Nurse will suggest resources in lessons – targeted intervention.
- Provides guest speakers in lessons to ensure students have access to unbiased and independent information
- enables students to communicate about any unwanted invasion of personal body space and/or their body;
- raises awareness of sources of help and enables students to acquire the skills and confidence to use refers students for external advice and liaises with parents to secure students' welfare through the school's pastoral system and nurses.
- Ensures a response to current practice, developments and incidents in young people's lives both locally and nationally eg online access, inappropriate images on line grooming (CSE), LGBT issues, FGM, Forced Marriage

4 MORALS AND VALUES FRAMEWORK

- 4.1 These are in keeping with the school's values.
- 4.2 Morality is an essential part of sexuality and relationships. The sex and relationship education programme will work towards promoting the values that are common to all societies that respect human dignity. These include:
- value of family life;
 - respect for individual and human rights;
 - respect for human dignity;
 - freedom from exploitation;
 - respect for diversity and minority groups.
- 4.3 We will aim to:
- teach and present facts in an objective and balanced way;
 - teach and present topics relating to sex and relationship education with due regard to the sensitive nature of some of the issues raised, e.g. abortion, contraception;
 - ensure students know what is legal and the UK laws relating to sexual activity;
 - enable students to consider their own attitudes;
 - provide information to enable students to make reasoned and informed decisions about attitudes they adopt now and in adulthood;
 - provide information to help to prevent the spread of diseases, e.g. HIV, AIDS and sexually transmitted diseases;
 - present sex and relationship education as part of the core curriculum for all students.

5 SEX AND RELATIONSHIP EDUCATION PROGRAMME

- 5.1 The programme addresses:
- self-esteem;
 - human growth and development;
 - knowledge of body;
 - relationships (all relationships at all levels)
 - personal and social education skills;
 - safety;
 - families and responsibilities.
 - Internet safety and cyber relationships/ images on line
- 5.2 Themes of sex and relationship education:
- rights;
 - responsibilities;
 - risks;
 - respect.

6 EQUALITY OF OPPORTUNITY

- 6.1 The school regards access to a coherent programme of sex and relationship education as a fundamental right for all students. We will aim to give appropriate courses for all students. The programme is structured to stress the individual students' responsibility for the health of their own body.
- 6.2 All aspects of sex and relationship education are taught within a moral framework and with due regard to religious traditions.
- 6.3 Students will be taught in mixed gender groups.

7 GUIDELINES FOR PARENTS

- 7.1 All parents have a legal right to withdraw their child from the sex and relationship education programme.
- 7.2 A minority of parents may wish to do so, and in this event, they should contact the Headteacher. The school will discuss individual cases with the family concerned and take the necessary action for alternative provision.