

# **BEBINGTON HIGH SPORTS COLLEGE**



## **SEX & RELATIONSHIP EDUCATION POLICY**

Agreed/Reviewed by Governors – see reverse

# **Sex and Relationship Education Policy**

## **Policy Development and Consultation**

This policy was reviewed in December 2008. The next review will take place in December 2009.

## **Statement of Intent**

The policy of Bebington High Sports College acknowledges and supports the principle of equality of opportunity for all, regardless of gender, race, creed or ability, and is committed to actively encouraging initiatives which support positive reinforcement of this principle.

At Bebington High Sports College, we believe that :

Sex and relationships education provides a positive approach to enabling young people to grow up as sexually responsible young adults. It is part of the process of lifelong learning about physical, moral and emotional development. It is about relating to other people, respecting the rights and feelings of others, developing loving, caring relationships as friends, parents, members of a family and sexual partners. Sex and relationships education is also about the teaching of sex, sexuality and sexual health. It involves learning to manage unwanted sexual advances, and how to protect oneself from abuse and exploitation. Sex and relationships education also teaches about the law as it relates to sexual behaviour, and encourages respect for religious, cultural and moral viewpoints.

## **Aims**

### **Attitudes and Values**

- learning the importance of values and individual conscience and moral considerations
- learning the value of family life, marriage and loving relationships for the nurture of children
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas
- 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 and choices made
- managing conflict
- learning how to recognise and avoid exploitation and abuse

## **Knowledge and Understanding**

- learning and understanding physical development at appropriate times
- 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
- learning strategies for avoiding unplanned pregnancy

## **Morals and Values Framework**

As a multi-cultural society, we have more than one accepted code of morals and values. Teachers need to be sensitive to the possibly complex religious or cultural backgrounds of individuals and have an obligation to all their pupils to help them to cope with and prepare for life. Students should be helped to explore the consequences of certain attitudes and behaviours in order the whole concept of a moral viewpoint and individual choice can be developed.

Facts should be presented in an objective, balanced and sensitive manner. Pupils should be encouraged to consider the importance of self-restraint, dignity, respect for themselves and others, and sensitivity to the needs and views of others. We expect pupils to be able to recognise the physical, emotional and moral implications, and risks of certain types of behaviour, and to accept that both sexes should behave responsibly in sexual matters.

We recognise that parents are key figures in helping their children to cope with physical and emotional aspects of growing up and in preparing them for the challenges and responsibilities that maturity brings. The teaching offered will be complementary and supportive to the role of parents.

## **Content**

### **Definition of Sex and Relationships Education**

SRE provides an understanding that positive, caring environments are desirable for the development of a good self image and that individuals are in charge of and responsible for their own bodies. It provides knowledge about the processes of reproduction and the nature of sexuality and relationships. It encourages the acquisition of skills and attitudes which allow students to manage their relationships in a responsible and healthy manner. It acknowledges that there are different types of relationships and encourages students to recognise them and deal with them in the appropriate context.

Within the Science National Curriculum, students at both Key Stages 3 and 4 are required to study aspects of SRE. Wider aspects of SRE are delivered in separate sessions.

## Key Stage 3

### Students are taught:

- that living things have structures (cells, tissues and organs) that enable life processes to take place
- the ways in which some cell types, including sperm, ovum are adapted to their functions
- the human reproductive system, menstrual cycle, fertilisation and how the foetus develops in the uterus (including the role of the placenta)
- the physical and emotional changes that take place during adolescence
- that bacteria and viruses can affect health
- about environmental and inherited causes of variation
- that selective breeding can lead to new varieties

During Key Stage 3 students learn about themselves as growing and changing individuals and as members of their community with more maturity, independence and power. They become more self aware, and are capable of more sophisticated moral reasoning. They take more responsibility for themselves and become more aware of the views, needs and rights of people of all ages. They build on the experience, confidence and competence they developed in Key Stage 2, learning new skills to help them make decisions and play an active part in their personal and social life. They continue to develop and maintain a healthy lifestyle, coping well with their changing bodies and relationships and understand how these can affect their health and well-being.

### Students at Key Stage 3 are afforded opportunities to:

- recognise the stages of emotions associated with loss and change caused by death, divorce and separation, and new family members, and how to deal positively with the strength of their feelings in different situations.
- recognise the physical and emotional changes that take place at puberty and know how to manage these changes in a positive way.
- know, in a context of the importance of relationships, about human reproduction, contraception, sexually transmitted infections, HIV and high-risk behaviours including early sexual activity
- recognise and manage risk and make safe choices about healthy lifestyles, different environments and travel
- recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including knowing when and where to get help
- know how to empathise with people different from themselves
- understand about the nature of friendship and how to make and keep friends
- recognise some of the cultural norms in society, including the range of lifestyles and relationships
- be aware of the changing nature of and pressure on relationships with friends and family and when and how to seek help
- know about the role and importance of marriage in family relationships
- know about the role and feelings of parents and carers and the value of family life
- recognise that goodwill is essential to positive and constructive relationships
- be able to negotiate within relationships, to recognise that actions have consequences and when and how to make compromises

## **Key Stage 4**

### **Pupils are taught:**

- the way in which hormonal control occurs, including the effects of insulin and sex hormones
- the medical uses of hormones including the control and promotion of fertility
- that sexual reproduction is a source of genetic variation
- how sex is determined in humans
- the basic principles of genetic engineering, cloning and selective breeding
- how cells divide by meiosis to produce gametes
- how variation arises from genetic causes, environmental causes and a combination of both

During Key Stage 4 pupils use the knowledge, skills and understanding that they have gained in earlier key stages and their own experience to take new and more adult roles in school and the wider community. They develop the self-awareness and confidence needed for adult life. They develop their ability to weigh up alternative courses of action for health and well-being. They gain greater knowledge and understanding of spiritual, moral, social, social and cultural issues through increased moral reasoning, clarifying their opinions and attitudes in discussions with their peers and informed adults and considering the consequences of their decisions. They learn to understand and value relationships with a wide range of people and gain the knowledge and skills to seek advice about these and other personal issues. They learn to respect the views, needs and rights of people of all ages.

### **Students at Key Stage 4 are afforded opportunities to:**

- think about the alternatives and long- and short-term consequences when making decisions about personal health
- use assertiveness skills to resist unhelpful pressure
- know about the health risks of early sexual activity and about safer choices they can make
- understand, in the context of relationships, how different forms of contraception work, and where to get advice to inform future choices.
- be able to seek professional advice confidently and find information about health
- be aware of exploitation in relationships
- be able to talk about relationships and feelings
- deal with changing relationships in a positive way, showing goodwill to others and using strategies to resolve disagreements peacefully
- understand about the nature and importance of marriage for family life and bringing up children
- know about the role and responsibilities of a parent and the qualities of good parenting and its value to family life
- know about the statutory and voluntary organisations that support relationships in crisis
- developing working relationships with a range of adults

The LA SRE Curriculum outline will be used as a framework for the provision of sex and relationships education. Delivery will be reviewed annually.

## **Teaching strategies**

LA guidance on teaching strategies (pages 57 –60) is available as an appendix.

## **Organisation**

The overall delivery of the programme will be co-ordinated by the Co-ordinator for PSCHE. This will take account of PSHE and links with other curriculum areas. SRE will be contained principally within science and PSCHE but may also be found in the schemes of work of other subjects such as Religious Education.

SRE will be delivered by science staff, by outside agencies such as the school nurses, Response, Brooks Advisory Service and by staff. No member of staff will be involved in its delivery against his/her will.

A full range of approaches will be utilised, including DVD materials, led discussion, drama / workshop sessions, information sessions.

It is intended that many issues will be tackled in mixed groups, since it is helpful for students in mixed classes to hear the views and opinions of the opposite sex. It will, however, on occasions, be deemed more appropriate to hold single sex sessions.

The range of resources available for delivery of the SRE programme is identified in PSCHE resources.

The time entitlement will vary from year group to year group, depending upon the input from external agencies and the additional support within subject areas.

## **Parents' Rights**

Parents do not have the right to withdraw students from elements of SRE required by the National Curriculum Science Orders. Parents do have the right to withdraw their children from aspects of SRE elsewhere in the curriculum. Section 17 of the Education Act of 1998 provides that:

“if the parent of any pupil.....requests that he may be wholly or partly excluded from receiving sex education at the school, the pupil shall, except in so far as such education is comprised in the national Curriculum, be so excused accordingly, until the request is withdrawn”.

Parents should apply in writing to the Headteacher if they wish to withdraw their children from SRE. Once a child has been withdrawn from SRE he/she cannot take part in later SRE without parental approval.

Professionals who are involved in delivering programmes are expected to work within the SRE policy. When, however, they are in their professional role e.g. as a school nurse in consultation with an individual student, they follow their own professional codes of conduct.

## **Confidentiality**

The school has a duty to provide education generally about sex and relationships. Whilst teachers take an interest in the welfare and well-being of students, this function must never trespass on the proper exercise of parental rights and responsibilities. Giving contraceptive advice to individual students under the age of 16 without parental knowledge or consent is an inappropriate exercise of a teacher's responsibilities and could, depending on circumstances, amount to a criminal offence. Teachers must not offer or guarantee confidentiality to any student. If approached by students on any aspect of sexual behaviour, the teacher should whenever possible encourage them to talk to their parents or carers and give them support to do so. Students should be reassured that if confidentiality is broken, they will be informed first and subsequently given appropriate support. At all times, the best interests of the students are paramount. Students can be informed of sources of confidential help, such as the school nurse, GP or young person's advice service.

Any member of the school staff who suspects that a student is at risk or is the victim of abuse must follow the procedures laid down in the Child Protection policy, copies of which are made available to all staff.

## **Disclosure of Pregnancy**

If a student discloses to a member of staff that she is or may be pregnant, this information cannot be kept confidential. (see above guidelines on confidentiality). The Headteacher and the Assistant Headteacher with responsibility for Social Inclusion should be informed. The student will be given every support in the process of informing parents/carers. Relevant professionals such as the school nurse and educational social worker will be informed. The Wirral teenage pregnancy strategy will be followed.

Every student in this situation must be treated as an individual, with individual needs and wishes. Where possible every effort will be made to support the student in mainstream school. If the student does not wish to continue to attend mainstream school, she will be referred to the Wirral Hospital School after discussion with school, the student and her family. Once the referral has taken place, the Hospital School takes responsibility for ensuring the continuation of the student's education. School will co-operate in ensuring that there is liaison with regard to coursework, examination entries as appropriate. Any student who loses her child during or following pregnancy is the responsibility of the Hospital School until she feels able to return to mainstream education. Students who make the decision to terminate their pregnancies usually return to mainstream school and receive appropriate support.

## **Dissemination of Policy**

A summary of this policy is available in the school prospectus. The full policy is available on request to parents, the LA, OFSTED etc. from the School Office.