

## **SEX AND RELATIONSHIP EDUCATION POLICY**

### **Policy formulation**

This policy was written with reference to a working party comprised of a member of the school council, a Trustee, a parent and a member of the teaching staff. The policy was written to follow Cheshire County Council guidance.

### **School statement**

Sex and Relationship education is an important part of the curriculum at Neston High School and is delivered as part of a co-ordinated Health Education programme, which will help educate students to develop caring and stable relationships.

### **Aims of the policy**

The sex and relationship education within the school aims to provide opportunities for students to develop the skills, knowledge and understanding they need to lead confident, healthy, independent lives and become informed and active citizens. The work aims to be delivered in an accepting and honest way which enables young people, whatever their gender and/or sexuality, religion/beliefs to contribute.

### **Objectives of the policy**

- To develop students' confidence and self esteem
- To develop students' knowledge about healthier and safer lifestyles in order that they are able to make informed decisions
- To develop students' knowledge and understanding about the sexual health services that are available
- To encourage an understanding in young people about what is meant by effective and fulfilling relationships.
- To provide opportunities for young people to develop an understanding of, and respect for, difference.
- To enable young people to develop the skills necessary to protect themselves from exploitation
- To enable young people to develop the ability to understand the consequences of their decisions and actions

## **Moral and Values framework**

The sex and relationship education programme will reflect the school ethos and demonstrate and encourage the following values:

- Respect for self and others
- Respect for difference
- Responsibility for their own actions
- Responsibility for their family, friends and wider community
- The rights of the individual
- Equality

## Contents

\*work covered in PHSE or by organised events

\*\* Work covered in Science

	Key Stage 3	Key Stage 4
<b>Attitudes and values</b>	<p>Develop positive values and a moral framework that will guide their decisions, judgements and behaviour.</p> <p>Think about topical political, spiritual, moral, social and cultural issues problems and events by analysing information and its sources*</p> <p>Justify orally and in writing a personal opinion about such issues, problems or events*</p> <p>To have respect for individual conscience.</p> <p>To consider the effects of stereotyping prejudice, bullying and discrimination arising from whatever source.</p> <p>To respect difference and diversity and avoid exploiting others</p>	<p>Research a topical political, spiritual, moral, social or cultural problem or event by analysing information from different sources.*</p> <p>Use their imagination to consider other peoples, experiences and be able to think about, express, explain and critically evaluate views that are not their own.*</p> <p>To work Co-operatively with a range of people different to themselves</p>
<b>Personal and social skills</b>	<p>To develop the confidence and self- esteem to value themselves and others.</p> <p>To communicate effectively, justify orally and in writing a personal opinion about such political, spiritual, moral, social and cultural issues, problems or events*</p> <p>To be able to contribute to group and exploratory class discussions and take part in debates*</p> <p>Understand how to avoid being exploited.</p> <p>Understand how to avoid being pressured into unwanted or unprotected sex</p> <p>Understand how to access confidential sexual health advice, support and if necessary treatment.</p> <p>Understand how to manage the strength of their feelings in different situations*</p> <p>Be able to challenge stereotyping, prejudice assertively.*</p> <p>Be able to negotiate within relationships and recognise that personal actions have consequences, and make compromises*</p> <p>Be aware of their sexuality and understand and value difference in human sexuality</p>	<p>To consider alternatives and long-and short-term consequences when making decisions about personal health and to use assertiveness skills to counter unhelpful pressure*</p> <p>To seek professional advice confidently and find information related to health*</p> <p>Be able to talk about relationships and feelings*</p>

	Key Stage 3	Key Stage 4
<b>Knowledge and understanding</b>	<p>Know that fertilisation in humans is the fusion of gametes**</p> <p>Know about human reproduction and contraception</p> <p>Understand the arguments for delaying sexual activity.</p> <p>Know about the physical and emotional changes that take place during adolescence. **</p> <p>Understand the physical and emotional changes that take place at puberty and how to manage these changes.*</p> <p>Know about the human reproductive system including the menstrual cycle and fertilisation. **</p> <p>Know how the foetus develops in the uterus. **</p> <p>Have sufficient information and skill to protect themselves and, where they have one, their partner from unintended/unwanted conceptions and sexually transmitted infections including HIV</p> <p>For both sexes to know about the need for self-examination for testicular and breast cancer</p> <p>To know about cervical smears and toxic shock.</p> <p>Understand the responsibilities of parenthood</p> <p>Abortion The Law</p> <p>Understand the reasons for having protected sex.</p> <p>Know how to access confidential sexual health advice</p> <p>How the growth and reproduction of bacteria and the replication of viruses can affect health.</p> <p><b>Sexually Transmitted Infections</b></p> <p>Know about HIV and high risk behaviours.*</p> <p>Be able to recognise risk and make safer choices through gathering information relating to healthy lifestyles. *</p>	<p>Know the health risks associated with early sexual activity and pregnancy. *</p> <p>Know how different forms of contraception work and where to seek advice in order to inform future choices. *</p> <p>The power of prejudice and awareness of exploitation in relationships. *</p>

## **Delivery**

The sex and relationships education programme will be delivered through PSHE lessons following the Christopher Winter project, RE lessons, Biology lessons and special organised events. Training has been provided by consultants of the Christopher Winter project, followed by school inset time.

The work in this area of the curriculum should be delivered within the aims and objectives stated above and delivered using a variety of methods e.g. group work, role play and discussions.

The work will be delivered in a mixture of single and mixed gender groups.

All young people are entitled to receive sex and relationship education and the work specified within the science orders will be delivered within the science curriculum.

Young people will be consulted before the programme begins in order to ascertain their needs and they will be involved in evaluating the programme.

Resources will be provided when necessary

## **Working with parents**

The school is committed to working with parents as part of its work towards being a healthy school. Parents can under section 405 of the Education Act 1996 withdraw their child from sex and relationship education lessons.

“If any parent of any student requests that s/he may be wholly or partly excused from receiving sex education at the school, the student shall, in so far as the education is compromised in the National Curriculum, be excused until the request is withdrawn”

We believe this is an entitlement and important area of learning for all students, however, parents can contact the health education coordinator to discuss these issues further in school.

Sex and relationship education materials will be available to parents who wish to supplement the school programme.

Young people who are absent from school during sex and relationship education will receive such education lessons as soon as possible after their return to school.

## **Child Protection**

Neston is committed to safeguarding the welfare and protection of students. We follow county and DFES guidelines in the recruitment and checking of staff.

The school has a child protection policy, which is available in the school handbook and at request.

## **Confidentiality**

It is the responsibility of the school to support young people but no individual should guarantee a child absolute confidentiality. Young people should be made aware that ‘confidences’ may be shared among parents and the staff of the school if that is seen to be

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beneficial for the young person's well being and/or the teacher's ability to deal with the issue. Young people should be made aware that under the Children Act 1989, adults may do what is reasonable in all the circumstances of the case for the purpose of safeguarding or promoting the child's welfare.

### **Answering difficult questions**

Teachers should establish with the students a set of ground rules so that young people are aware of the parameters, for example:

- If a question is too personal.
- If the young person needs further support, refer them to the school nurse, or outside agency
- If a question is felt to be too explicit, acknowledge it give general guidance and refer for further information to the appropriate agency.
- If the answer to a question is not known –say so. The class and teacher can research the information together
- Any concern about sexual abuse should be followed up under the child protection procedures.

### **The use of other Educators**

The school will follow the LEA policy as outlined in 'The use of educators from outside school' in the guidance for schools on Drug Education.

### **Procedures for Policy Monitoring and Evaluation**

Students and staff will be consulted about the content and delivery of sex and relationship programme through school council. This informs any further policy development. The overall responsibility for policy monitoring and evaluation remains with the Board of Trustees.

### **Dissemination of policy**

The policy will be disseminated through our website, schemes of work publications and information evenings as well as being outlined within the school prospectus.

Name of Policy	Sex and Relationship education
Name of lead member of staff	AMH
Committee & Date of Review	Curriculum, summer 2015
Date of next planned review	2018