



SEX EDUCATION POLICY

Aims and Ethos

The Governing Body considers Sex and Relationship Education to be best understood in the light of the overall aim of the curriculum, which is stated to be:

'To develop, in a context of Christian understanding, the knowledge, skills and values each pupil will need to become a fully capable individual who can contribute generously to the life of society.'

No separate timetabled provision exists for Sex Education. However, contributions to an understanding of human personal relationships are made in several areas of the curriculum, with the intention of enabling pupils to develop thoughtful, well-informed and responsible standards of personal conduct, based on love and respect for one another and reflecting the central Christian call to love God and one's neighbour.

Key Points

- Our aim is to help young people to respect themselves and others and move with confidence from childhood through adolescence into adulthood.
- We understand that it is our duty to ensure that all pupils, including those with Special Educational Needs and Learning Difficulties are properly included in Sex & Relationship Education.

Sex and Relationship Guidance (DfES 0116/2000) states that Sex and Relationship Education:-

"is 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
- 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
- learning how to recognise and avoid exploitation and abuse
- ICT and media

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
- the avoidance of unplanned pregnancy

Skills and attitudes

In relation to Citizenship/PSHE the guidance states that at secondary school level, sex and relationship education should prepare young people for an adult life in which they can:

- develop positive values and a moral framework that will guide their decision, judgements and behaviour
- be aware of their sexuality and understand human sexuality
- understand the arguments for delaying sexual activity
- understand the reasons for having protected sex
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationships they want
- communicate effectively
- have sufficient information and skills to protect themselves and, where they have one, their partner from unintended/unwanted conceptions and sexually transmitted infections including HIV
- avoid being exploited or exploiting others
- avoid being pressured into unwanted or unprotected sex
- access confidential sexual health advice, support and if necessary treatment
- know how the law applies to sexual relationships

The main aspects of Sex and Relationships Education within the curriculum can be set out as follows:

i) *Religious Studies*

During the first three years, pupils follow a course which considers personality, relationships, friendship and family, and which draws on biblical sources to illustrate these themes. The GCSE Religious Studies course, which is followed by all pupils, includes a consideration of some key moral issues, including marriage, sex and abortion, from a Christian perspective.

ii) *Science*

Within the context of the School's values, pupils in the early years receive basic information on sexual reproduction. In Year 9, pupils follow a factual course, which covers human sexuality and reproduction (including contraception) and sexually

transmitted infections. Science courses in Years 10 and 11 include further work on reproduction.

iii) **English**

At various points in the five years of the course, pupils will encounter fictional material in various genres - poetry, plays and stories - which gives rise to discussion of issues of personal and family relationships. Pupils are encouraged to develop their own moral awareness by thoughtful participation in discussion and through their own imaginative writing.

- Beyond the formal curriculum, it is intended that the pattern of relationships within the School community should be such as to encourage mutual respect and trust. In this context, it is hoped to provide for pupils with particular concerns about family or personal relationships a climate in which these may be discussed with suitably trained staff - Form Tutors or Heads of Year, the School Chaplain or Senior Staff. The school is fortunate to have the services of both medical room staff and a School Nurse, who can give pupils confidential support and advice.
- The Governing Body recognises that the School represents only one educational influence upon its pupils, who are powerfully affected by the values of their own families and by Churches and other organisations, as well as by peer and media pressures and by the morality of our wider society. In the area of Sex Education, as in other aspects of personal moral concern, Governors intend that the influence which the School has should be used to commend, to support and to encourage responsible standards of Christian awareness and behaviour based on New Testament teaching.
- The Governing Body recognise that under the 1993 Education Act parents have the right of withdrawing their children from any Sex Education except that contained in the Science National Curriculum. Parents will be notified of this right through the prospectus, the Governors' Annual Report to Parents and Information for New Parents' and also, in the first instance, in a Parents' Newsletter from the Head. Should any parents wish to exercise this right, the teachers of the child will be notified and required to plan their lessons in such a way that the child concerned can withdraw from the class at appropriate times.

Responsibilities

Deputy Headteacher – Pastoral. Responsibility for the policy, content and implementation and review of policy on a regular basis. Responsible for liaising with Head of Science, Head of Religious Studies and Head of English for their roles in the implementation of policy.

Guidance for staff – particularly those involved directly with delivery of Sex and Relationships Education

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.

For example:-

- No one (teacher or pupil) will have to answer a personal question;
- No one will be forced to take part in a discussion;
- Meanings of words will be explained in a sensible and factual way

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 should seek support and guidance 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.
- 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. The teacher must then talk to the appropriate person.

If a teacher is concerned that a pupil is at risk of sexual abuse, they should inform Mrs Soper immediately.

CONFIDENTIALITY POLICY

The guidance on Sex and Relationships Education states that schools should have a clear and explicit confidentiality policy. The purpose of this is to ensure the protection of pupils **and** staff: it is not appropriate for staff to be aware of sensitive information about pupils that may have future repercussions for the pupils and then the staff.

When a pupil discloses a confidence about their sexual behaviour, a suspicion of pregnancy, or other information of a sensitive nature to a member of staff, then that member of staff **cannot** guarantee the pupil unconditional confidentiality. The member of staff must inform the designated teacher – Mrs Soper or the Head – who will make a decision on the action to be taken. If confidentiality has to be broken then the pupil will be informed first.

Sex and Relationship Guidance on Confidentiality Policy is taken into account to ensure:

- pupils are reassured that their best interest will be maintained
- the pupil knows that a teacher cannot offer unconditional confidentiality
- the pupil understands that, if confidentiality is broken, they will be informed first then supported if appropriate
- if appropriate we encourage pupils to talk to their parents or carers and support them to do so
- we make sure pupils and parents are aware of the school's confidentiality policy through the website

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:

- wherever possible, the young person is persuaded to talk to their parent or carer
- any child protection issues are addressed
- Mrs Soper or the nurse must be informed by the member of staff

Sex and Relationships Education - English

Sex and Relationships Education Framework	How this is met
Information	
What children already know	Class, grouped and paired discussions provide a great deal of information about what students already know at the beginning and throughout modules dealing with SRE issues. A discussion early on in Blackman's Noughts and Crosses, for instance, after we meet our young female and young male protagonists will show us that students are quite aware that a loving relationship could emerge that will cross the racial boundary and perhaps lead to a sexual relationship.
What children say they need	Children tend to suggest that what they need is to discuss the whys and not the hows. Mind maps, roles on the wall, hot seating and similar activities with fiction texts, for instance, allow students to know so much about individual characters that discussion surrounding the reasons behind their choices happen naturally and intelligently.
Emotional, biological, legal, social and cultural aspects of growing up, sexual development, sexual behaviour, sexuality and sexual health.	Non-fiction texts are produced by every year group in key stages three and four. Such texts are frequently asked to persuade, argue, advise, inform, instruct or describe and teachers gauge, from knowing their classes, what issues are beneficial to focus on. Information on growing up, on health or on cultural differences are regular favourites which students enjoy researching and "becoming the expert" on.
Potential consequences of unprotected sex – unintended pregnancy, parenthood, abortion, STI's / HIV	Set texts for Key Stage Three range from Blackman's Noughts and crosses which deals with teenage pregnancy to Gleitzman's Two Weeks with the Queen which features homosexual relationships and HIV. These are taught openly with teachers making clear to pupils that all questions are welcome in class and after it, as long as they are asked sensitively.
Effect and impact of ignorance, prejudice, discrimination and stigma	Persuasive writing in year 9 is a particularly effective module to write with the purpose of combatting ignorance and discrimination. Amnesty international's website has many wonderful resources which are frequently used by the department to provide real-life contexts for writing in. A number of groups this year looked at the treatment of women in Iran in relation to stoning. Students learned a great deal about their own beliefs and values in the process of writing letters to Iran's Supreme Leader, asking him to end stoning.
Advice and support available – leaflets, websites, helplines and services	Not only are staff well equipped to support and refer students with any specific needs to the correct body internally and externally in order to get more specialised information, but media topics also regularly examine the adverts in print and on screen of charities and organisations relevant to SRE for young people.
How to participate in learning	Students are never compelled to reflect personally and aloud on issues linked to SRE but are encouraged to listen attentively to the views of others, often modelled by the class teacher. "Thinking time" and anonymous post-it writing are regularly used to encourage students to engage personally.
Skills	
Managing emotions, developing empathy, building emotional resilience, developing independence of thought and behaviour	Writing to argue in Key Stage 4 is just one example of how students are encouraged to harness their emotions to create interesting texts. By teaching and nurturing skills in balancing these emotions and opinions with those held by others within an argumentative piece of writing, students develop an emotional resilience independently. The G.C.S.E Language modules for Speaking and Listening also depend upon students' abilities to use these skills in presentations and debates.
Learning to participate effectively, to listen, ask questions, express emotions, give opinions, challenge and be challenged	Lollipop sticks (or similar random questioning techniques) as well as targeted questioning are used by all members of the department to ensure that students remain engaged throughout lessons. Rules and guidelines are laid out early in the year for how to contribute to stimulating and challenging discussions. Similarly; Speaking and Listening modules in each year require students to present, discuss in groups or dramatise their thoughts and feelings towards a range of stimuli relevant to them: bullying, friendship, growing up and politics are but a few.

Sex and Relationships Education - English

Resist peer pressure, managing and resolving conflict, asking without pressurising others	HoS and all members of the department liaise frequently with HoYs and form tutors when pastoral issues arise but careful seating arrangements and clear sanctions for those students who consciously choose to act without respect mean that students within the department consistently question and challenge the teacher and one another respectfully and to the benefit of their own and their peers' understanding. Speaking and Listening modules are key in teaching and practising these skills and qualities.
Caring for self and others, accessing support and advice	Non-fiction writing in year 7 looks at advising and supporting younger children due to make the transition between Primary and Secondary school. This means that students begin their time in the Department knowing the key figures of support around the school and thinking about how to care for themselves and others whilst in school.
Managing real-life dilemmas, assessing risk, making informed choices and acting on them	Fiction such as Swindells' Stone Cold presents young protagonists leaving disruptive families and homes with undercurrents of sexual violence. Activities such as hot seating and other drama activities allow students to put themselves in the characters' shoes and make their own informed decisions in response to the dilemmas in the texts.
Attitudes and Values	
Developing a positive morals and values framework	Literature is full of goodies and baddies whose decisions we can discuss in class and evaluate by writing essays and other texts. Resources have been developed and shared to inspire writing which is informed by morals and values across the key stages. Recreative pieces of work are now written in each Key stage and regularly take the form of imagined monologues of characters facing moral dilemmas and decisions. Boyne's The Boy in The Striped Pyjamas follows a young male protagonist as he slowly comes to understand that his father is the Commandant of Auschwitz. The moment that the situation 'clicks' for each student is a particularly powerful time to discuss values and morals.
Understanding the range of social, cultural, religious frameworks and moral codes	Poetry from different cultures is studied in Key Stage Three and looks intensely but sensitively at the impact of cultural contexts. This remains a constant consideration for literature at Key Stage 4 and Key Stage 5. Students are encouraged to form ideas about how a writer's or character's background can influence their writing or actions.
Developing critical awareness of value systems in media and among peers	Reference to television, the internet, newspapers and campaigns of print and screen are among many of the media texts used across the Key Stages. Media studies in Year 10 focuses explicitly upon the portrayal of values within the medium of "Lad Mags." This encourages boys and girls to deal maturely with the subject matter and make insightful comments relating to the representation of gender and sexuality.
Recognising that prejudice, discrimination and bullying are harmful	Key Stage Three fiction such as Almond's Skellig deals with peer relationships inside and outside of school. Teachers use such texts to spring board into activities which look at the effects of bullying and the importance of dealing with it effectively to prevent harm.
Understanding that sexual intimacy involves strong emotions and requires a sense of respect for own and others' feelings, decisions and bodies	We have Shakespeare to thank at every Key Stage for allowing us to examine the emotions surrounding sexual relationships. Students typically study either Much Ado about Nothing or Romeo and Juliet in Year 9 and the fact that they were written so long ago helps us to look at sex as a universal and timeless fact of life before then applying modern day attitudes and emotions to the situations. Students find the subject engaging and respond well to departmental resources of diary and "Agony-Aunt" column writing.
Understanding that rights involve responsibilities and actions have consequences	This is made clear by the ethos of the school which is reinforced by every member and in every classroom of the department. Clear systems of communication are set up between teachers, Key Stage Leaders, HoS, HoYs and S.L.T to ensure that all students understand and recognise these principles.
Recognise the right and the value of participation in learning	

Sex and Relationships Education – Religious Studies

Sex and Relationships Education Framework	How this is met
Information	
What children already know	Teachers facilitate whole class, group and pair discussion in order to gauge students confidence with issues relating to SRE.
What children say they need	Through discussion, careful questioning and fostering an openness in the classroom, teachers are able to respond to what children say they need.
Emotional, biological, legal, social and cultural aspects of growing up, sexual development, sexual behaviour, sexuality and sexual health.	Year 9 Module 10 The importance of law in society includes laws relating to young people and sexual behaviour.
Potential consequences of unprotected sex – unintended pregnancy, parenthood, abortion, STI's / HIV	GCSE As part of the Religion and Human relationships module (OCR) and Christian Ethics (AQA) students engage in detailed study and discussion of sexual relationships. This is set within the context of the need for relationship. The department use discussion, pair work, group work, video stimulus, card sorts and other methods to address issues affecting young people. Teachers make it clear to students that questions are welcome and will be answered in an appropriate way.
Effect and impact of ignorance, prejudice, discrimination and stigma	This is implicitly and explicitly taught throughout the RS curriculum. Students engage with parables of Jesus in both KS3 and KS4 which teach about love, forgiveness, equality. Prejudice is always examined and challenged. GCSE studies include modules on prejudice and discrimination (Religion and Equality – OCR)
Advice and support available – leaflets, websites, helplines and services	Students are directed toward suitable websites and helplines during their studies. The department also discusses help and advice available within school – school nurse, heads of year, Pastoral Deputy. All staff are trained to teach 'sensitive issues'
How to participate in learning	Through card sorts, hot-seating, discussion, Q&A, etc, students are invited to participate in their learning. Reflective writing adheres to GCSE requirements and so students evaluate and analyse the issues, linking them to Christian teaching and support. Lower school students engage in evaluative thinking from year 7. Issues of family life, friendships, values and behaviour are part of the syllabus and often are raised as questions by the students themselves.
Skills	
Managing emotions, developing empathy, building emotional resilience, developing independence of thought and behaviour	KS3 one of the aims of all the modules is to enable students to understand others' points of view and to empathise with them for example in Year 7, module 5 they consider how people feel and respond when making important life decisions.
Learning to participate effectively, to listen, ask questions, express emotions, give opinions, challenge and be challenged	This approach is fundamental to the teaching of RS and is an important element in all our programmes of study. Teachers are trained to develop a classroom that is open to discussion and encourages full participation.
Resist peer pressure, managing and resolving conflict, asking without pressurising others	Year 9 modules explore the concept of conflict and how Jesus approached issues of conflict. Students also engage in a detailed study of drugs and alcohol (PSHE) and consider how to handle temptation. Here we look at the effects of peer pressure and how to handle difficult situations.
Caring for self and others, accessing support and advice	The value of care is apparent throughout the teaching of religion. Each year group is introduced to the 'Golden Rule' as a fundamental value of Christian living. Parables such as the Sheep and the Goats, the Good Samaritan and the Unforgiving servant enable them to explore issues relating to treatment of others and community responsibility.
Managing real-life dilemmas, assessing risk, making informed choices and acting on them	GCSE Human Relationships involves consideration of dilemmas within sexual relationships. Students consider issues of STIs, contraception and abortion. Students are encouraged to consider the consequences of actions and the impact of their choices.

Sex and Relationships Education – Religious Studies

Sex and Relationships Education – Religious Studies	
Attitudes and Values	
Developing a positive morals and values framework	<p>Y7 Module 5 studies the implications of belonging to a faith and know something of the commitment made by members of different faith communities.</p> <p>Y8 module 7 looks at the effects of beliefs about life after death on the way we live in the present. Different religious responses are considered (Christian and Hindu)</p> <p>Y9 studies Biblical ideas about justice, compassion, responsibility. Within this, students examine issues of drugs, alcohol, law and prejudice.</p> <p>GCSE approaches a morals and values framework from a Christian framework.</p>
Understanding the range of social, cultural, religious frameworks and moral codes	<p>Y7 module 1 examines different denominations and the different ways of expressing worship. Students examine the benefits of cultural and religious diversity. In module 2, students explore the idea of the world as a global community with the emphasis on the importance of cooperation and mutual support.</p> <p>GCSE when dealing with issues such as abortion, euthanasia and relationships, there is a consideration of humanist approaches/</p>
Developing critical awareness of value systems in media and among peers	<p>Y7 Module 6 students consider popular culture and how this affects popular values. Thinking about how values are changed by society.</p> <p>This theme continues throughout KS3 and is especially prevalent in Y9. Teachers are well equipped to enable students to examine and develop their own value systems. At GCSE, students are encouraged to question the various approaches to moral issues.</p>
Recognising that prejudice, discrimination and bullying are harmful	<p>Y7 Module 5 explores the values expected of members of faith communities to include understanding that prejudice, discrimination and bullying are contrary to Christian as well as to other moral codes. There is always a consideration as to why these actions are harmful.</p>
Understanding that sexual intimacy involves strong emotions and requires a sense of respect for own and others' feelings, decisions and bodies	<p>Y7 Module 6 students consider the value that Christians place on their body and the impact of this on Christian attitudes.</p> <p>Y8 Module 9 students consider the different relationships within a family including sexual relationships between parents. Be aware of different attitudes in the faith communities. Explore the effect relationships have on individuals.</p> <p>Y9 Module 10 looks at the writings of Hosea (Old Testament) to explore the emotional impact of relationships and the importance of constancy in relationships. A later module (13) examines the importance of forgiveness in relationships through consideration of the parable of the Lost Son.</p> <p>GCSE includes teaching on marriage and relationships and also abortion and euthanasia. Teachers always ensure a discussion of the emotional aspects of these issues.</p>
Understanding that rights involve responsibilities and actions have consequences	<p>Y7 Module 2 students look at the idea that belonging to the church involves responsibility, for example caring for others.</p>
Recognise the right and the value of participation in learning	<p>Y7 Module 3 the duty of Christians to support each other.</p> <p>GCSE considers the rights and responsibilities of all people. Students consider the consequences of actions especially in topics including relationships and abortion.</p>