



SIR THOMAS RICH'S

Sex and Relationship Education Policy

This Policy was drawn up in accordance with The Equality Act (October 2010); The Learning and Skills Act (2000), which amended the Education Act (1996); the guidance given in 'Sex and Relationships Guidance' as issued by DfES 0116/2000 in July 2000; Gloucestershire Guidance on Sexual Relationships Education 2002; Gloucestershire Healthy Schools Partnership and 'Time for Change? Personal, Social and Health Education' published by OFSTED April 2007 and the OFSTED Inspection framework.

Date reviewed: June 2018

Status:

Responsibility: The School's senior management team (SMT) writes the policy on Sex and Relationships Education (SRE) in conjunction with the staff responsible. The Governors' Evaluation and Curriculum Committee has responsibility for approving the policy and monitoring its implementation.

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1. Introduction

The 1996 Education Act consolidated all relevant previous legislation. In summary:

- The sex education elements contained in the National Curriculum Science Orders are mandatory for all children and young people of primary and secondary age. Sex education in the National Science Curriculum covers anatomy, puberty and biological aspects of sexual reproduction.
- All schools must provide an up-to-date policy which describes the content and organisation of SRE provided outside the National Curriculum Science Order.
- Parents have the right to withdraw children and young people from part or all of SRE which is outside the National Curriculum.

The Learning and Skills Act 2000 amended the Education Act 1996, firmly placing the responsibility for determining sex and relationships education with head teachers and governors. The guidance also aimed to secure the following when sex education is provided in schools:

- a) they learn the nature of marriage and its importance for family life and the bringing up of children, and
- b) they are protected from teaching and materials which are inappropriate having regard to the age and the religious and cultural background of the pupils concerned.

In addition **section 351** of the National Curriculum requires schools to 'provide ... a curriculum which promotes the spiritual, moral, cultural, mental and physical development of children and young people at the school and of society': and 'prepares such children and young people for the opportunities, responsibilities and experiences of adult life.'

Thus, any SRE should encourage children and young people to have regard to moral considerations and the value of family life.

As aspects of sex education, other than biological reproduction and development, no longer form part of National Curriculum Science, having a policy that is in line with the National Healthy School Standard is a key part of meeting the School's obligations for sex and relationship education.

2. The Policy

The delivery of sex and relationship education is not the sole responsibility of schools. Parents and the wider community have much to offer. Parents are the key people in teaching their children about sex, relationships and growing up.

The issues will be dealt with in the context of family life, parenthood, loving relationships, respect for others and personal responsibility, i.e. a moral framework with due regard for those children who do not come from a background that corresponds to this ideal. It is not about the promotion of a particular sexual orientation or sexual activity.

Sex Education and Personal Relationships matters will be dealt with within the Personal, Social, Health and Education programmes in Years 7-11 and General Studies within the Sixth Form. This will include the teaching about sex, sexuality/human sexual behaviour, sexual health including HIV/AIDs and other sexually transmitted infections (STIs) as this is a statutory requirement. The delivery of sex and relationship education will be monitored and evaluated through the use of department surveys and the on line pupil survey conducted by the County as well as other means of school monitoring and evaluation.

Although biological human reproduction and development continues to form part of National Curriculum Science, matters relating to Sex Education and Personal Relationships and human reproduction are specifically addressed as part of the PSHE, Citizenship and National Curriculum Science programmes respectively. These will incidentally and inevitably arise as part of other National Curriculum subjects (See Appendices I and II).

Wherever these issues are discussed, the School will deal with them sensitively, appropriately and effectively. The importance of family life, stable and loving relationships, respect for self and others, love, care and taking personal responsibility will be discussed. The School will encourage the development of positive values and a moral framework that will guide discussions, opinions and behaviour and the proper use of correct vocabulary.

The School recognises that it has a duty to promote the welfare of children through PSHE. Pupils will be educated about Honour based violence, Forced Marriage, Female Genital Mutilation, Homophobic, Transphobic and Biphobic bullying, Domestic Abuse, Online Grooming, Child Sexual Exploitation, and given the opportunity to develop skills they need to stay safe from all forms of abuse.

All incidents involving pupil produced sexual imagery will be responded to following the Keeping Children Safe in Education statutory guidance. In addition, the School will usually follow the guidelines set out in Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People, in order to protect children from harm and where possible not criminalise young people unnecessarily. Decisions will be based on the best interests of the young people involved, taking into account proportionality as well as the welfare and protection of the young people.

3. Confidentiality

It may happen that pupils disclose information about their actual or intended sexual behaviour and/or seek advice from members of school staff. 'Staff' will be taken to include teachers, support staff, and any other adult who is supporting the school in delivery of its curriculum and the care of pupils. On certain occasions, particularly where there may be issues of child protection, the school may intervene on the basis of other received information, for example, from other pupils.

We will make it clear to pupils that some information cannot be kept confidential, and that if certain disclosures are made we may have to involve outside agencies. This will be particularly relevant in cases where pupils are engaging in or intending to engage in sexual activity below the legal age of consent (16) or in any case where the member of staff and the Headmaster may judge that the pupil is at risk. Pupils will be offered sensitive and appropriate support in the event of such disclosures.

Whilst it is the school's policy to usually inform and involve parents/carers, there is no legal responsibility for teachers to do so if this is against the express wishes of the pupil concerned. The Headmaster will retain the ultimate decision as to the informing of parents/carers. The following procedures will be adhered to by all members of school staff:

1. Whenever possible, conversations of this nature will be held at a place and time which gives the pupil the opportunity to talk calmly and with security to a trusted adult.
2. Pupils will always be advised of the following:
 - confidentiality cannot be guaranteed
 - they will be encouraged to share the information disclosed with parent/carer or another trusted adult and support will be offered to help them do so. In the event that a pupil discloses a pregnancy or asks for advice on contraception, the School will encourage the pupil to talk to their parents/carers first, and will also give the pupil information about the most appropriate professional/health agency. Support will be given if the pupil needs help in telling their parents/carers
 - the Headmaster will be informed of any such incident
3. Where there is suspicion of abuse and/or neglect, the school's Safeguarding Children and Child Protection Policy will be put into action.

4. Appendix

The scheme of work for Sex Education & Personal Relationships as part of health education programmes in PSHE & National Curriculum Science

4.1 National Curriculum (statutory)

The physical aspects of sex:

- a) An understanding of the workings of the human body including human reproduction
- b) Sex organs
- c) Puberty/Adolescence – the physical and emotional changes
- d) Menstruation/Periods
- e) Sex hormones
- f) Sexual intercourse
- g) Conception and growth of a baby
- h) Pregnancy and ante-natal care
- i) Multiple births, fertility drugs
- j) Basic inheritance including sex determination and faulty inheritance, e.g. Downs Syndrome
- k) Cloning.

4.2 Curriculum (Non-statutory)

The School will deal sensitively with the issues below. The discussion of these issues will be objective and will attempt to explore all sides of the argument honestly. The following topics are covered in PSHE in either Year 8, 9 or 10 or in other subjects such as RE and Biology or through other mechanisms such as theatre workshops

- **Contraception**

Information will be given about different types of contraception, including emergency contraception, and their effectiveness. Information will be offered on the basis that sexual relationships have a moral dimension and pupils will be encouraged to consider the personal and moral dimensions involved in the light of religious and moral principles and parental guidance. Condom demonstrations will be given in year 10.

- **Sexually Transmitted Infections including AIDs**

The emphasis will be on prevention of infection, through delaying sexual activity and teaching the reasons for safe sex. Discussion will include STIs in the context of health services and special clinics for contact tracing, diagnosis and treatment of STIs. Clear information will be given to dispel any myths. Risky behaviour (linked with the issues of peer pressure and other risk-taking behaviour such as drugs and alcohol) will be discussed as will the issue of promiscuity. The medical aspects of STIs will be specifically addressed including the risk to future fertility.

- **Sexual identity and sexual orientation.**

Sex and relationship education will be relevant and sensitive to the developing sexuality of young people. The issue of Sexual identity and sexual orientation will be dealt with honestly and sensitively. The students will be informed that homophobic, transphobic and biphobic bullying will not be tolerated (See Anti-bullying policy).

- **Abortion.**

The arguments for and against abortion will be discussed as will the moral and personal dilemmas involved. In discussion, the School will ensure that pupils recognise that freedom of choice in such a matter extends only as far as the law and religious beliefs of the individual allow.

- **Current scientific developments in the fields of fertility, cloning and genetic modification.**

The moral and personal dilemmas involved in these topics will be discussed using, for example, current newspaper articles. The School shall ensure that pupils (Key Stage 4 upwards) will consider the current scientific

developments of cloning, In-Vitro Fertilization, Artificial Insemination and Genetic Modification in a way that involves consideration of the law, moral and religious perspectives.

- **Honour Based Violence, Domestic Violence, Female Genital Mutilation and Forced Marriage**

The difference between arranged and forced marriage will be discussed. Information will be given about ***Honour Based Violence, Domestic Violence and Female Genital Mutilation***. The problem of the persistence of attitudes that normalise violence against women and girls will be addressed. Pupils will be given information and guidance on recognising when someone might not be safe or when their welfare maybe undermined and what action they can take in these circumstances. Pupils will be educated about different forms of abusive relationships.

5. OFSTED

1.4 OFSTED is statutorily required under Section 10 of the School Inspections Act 1996 to evaluate and report on the spiritual, moral, social and cultural development of pupils at any school they inspect. This includes evaluating and commenting on a school's sex and relationship education policy.

1.5 The inspection framework reinforces and restates the above requirements of inspection that inspectors must evaluate and report on pupils' personal development, how well the school cares for and provides effective support and advice for all its pupils and how well the school works in partnership with parents.

1.6 OFSTED is currently looking at what further advice and training inspectors require to inspect PSHE and Citizenship. It will be issuing further guidance to PSHE inspectors to enable them to discharge OFSTED's statutory functions, taking into account the recommendations from the Teenage Pregnancy report, and the new PSHE and Citizenship framework.