

The Thomas Aveling School

Policy No: 29

SEX & RELATIONSHIPS POLICY

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THE THOMAS AVELING SCHOOL

SEX AND RELATIONSHIPS EDUCATION POLICY

Date of Policy

July 2010

SRE Co-ordinator: Mrs T Taylor

Named Governor linked to SRE policy: Mrs T Taylor

Policy Formation

The Policy has been drafted by the PSHE Co-ordinator in consultation with the Senior Management Team of the School, a group of students representing the differing needs across KS3 and KS4, parent and governors representatives, the school nurse and the 'Healthy Schools' Team.

Background

The new Sex and Relationship Education (SRE) Guidance published in 2000 emphasizes the need for effective Sex and relationships education which is firmly rooted within the Personal/Social and Health Education (PSHE) and Citizenship framework and supported the National Healthy Schools Standard.

Sex and relationships education is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

The SRE Guidance (2000) is supported in legislation by the Learning and Skills Act (2000). This requires that in the context of SRE:

- Young people learn about the nature of marriage and its importance for family life and the bringing up of children;
- Young people are protected from teaching and materials, which are inappropriate for the age and religious and cultural background of the students concerned.

The sex education elements contained in the National Curriculum Science orders are obligatory for all students or primary and secondary age. Sex education in the Science National Curriculum covers anatomy, puberty and biological aspects of sexual reproduction. SRE provided through the PSHE and Citizenship curriculum complements this covering different aspects.

The Thomas Aveling School is a large co-educational non-selective school with over 1100 students currently on roll to date. The school is situated in Rochester where deprivation data indicates that Medway is one of the more deprived in the SE of England. The school is located in dense housing with little unemployment but a lack of aspiration towards University Education. 18% of learners come from minority ethnic backgrounds with the most significant being 7% from Asian backgrounds. This increases sharply to 11% in the Sixth Form. 7.5% of learners have English as a second language. We have 19 looked-after children who include a small number of unaccompanied minors.

We have a gender imbalance with an overall 45% of learners being girls. Currently, 26 students have a Statement of Special Educational Needs, 4 of which remain on roll but are educated elsewhere.

The following policy has been agreed by staff, parents/carers and governors.

Aims

Sex and Relationships Education at The Thomas Aveling School will follow the national guidance and will contribute to the foundation of PSHE and Citizenship by ensuring that the programme embraces the following in a culturally sensitive way:

- Relationships, love and care and the responsibilities of parenthood and importance of the family as well as sex;
- Teaches the taking on of responsibility and consequences of one's actions in relation to sexual activity and parenthood;
- Provides young people with information about different types of contraception, safe sex, sexually transmitted infections, HIV and how they can access local sources for further advice and treatment;
- Gives young people a clear understanding of the arguments for delaying sexual activity and resisting pressure;
- Links sex and relationship education with issues of peer pressure and other risk-taking behaviour, such as drugs, smoking and alcohol;
- Ensures young people understand how the law applies to sexual relationships.
- Focuses on boys and girls equally;
- Builds self esteem;

Equal Opportunities Statement:

The school is committed to the provision of SRE to all of its students. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups of students.

Moral and Values Framework

The objective of sex and relationships education is to help and support young people through their physical, emotional and moral development. SRE will promote the spiritual, moral, cultural mental and physical development of students at The Thomas Aveling School and prepare them for the opportunities, responsibilities and experiences of adult life. Students will be encouraged to talk openly and their questions answered honestly in a way that respects diversity of cultures and family structures. They will be encouraged to have self respect and respect for others.

Organisation of SRE

- The PSHE Co-ordinator is responsible for SRE
- There will be a range of staff responsible for the teaching of SRE including specialist staff, from both within the school and outside agencies, eg. Connexions Sexual Health team.

- Training for teaching SRE will take place throughout the year by internal and outside providers.
- Teachers delivering SRE will use a variety of teaching methods e.g research; presentations by staff and outside speakers; videos; class/group discussion; case studies; time for reflection; use of appropriate materials; theatre groups.
- The SRE programme will be delivered through the following curriculum locations:
 - Designated curriculum time in PSHE lessons
 - Through other curriculum areas e.g. Science and RE
- Differentiated teaching is important in meeting the needs of all students. Students will have different levels of abilities based on their emotional and physical development, life experiences, literacy levels and learning difficulties. Differentiated learning will takes place through a variety of methods e.g.
 - Outcome – A task for all which students can achieve at their own level
 - Extension activities
 - Different resources used
 Students with special educational needs and learning difficulties are included in SRE. Where appropriate the contents and delivery of the curriculum will be modified to meet individual needs.

Monitoring, evaluation and assessment

Teachers and students should be fully involved in evaluation of SRE.

The following evaluative questions will act as a guide to learning and should be used regularly:

- Skills – what have we learnt to do?
- Information - what new information have we learnt?
- Attitudes and values – what do we think, feel and believe?
- What do we need to learn next?

Feedback will be gathered in several ways and used in the planning and delivery of future lessons.

Resources

Appropriate resources have been selected that:

- conform to the legal requirements for SRE
- are appealing to the audience and age appropriate
- are appropriate to the needs of students in terms of language, images, attitude, maturity and understanding
- avoid racism, sexism, gender and homophobic stereotyping
- are factually correct and up-to-date
- encourage active and participatory learning methods

Content

The table below is a summary of how SRE at key stages 3 and 4 can be interpreted within the Science National Curriculum and PSHE and Citizenship programme. The PSHE schemes of work provide more detailed information.

Key Stage 3	SRE as part of PSHE		
SRE as part of Science N.C	Attitudes & values	Personal & social Skills	Knowledge & Understanding
<p>The physical & emotional changes that take place during adolescence</p> <p>Human reproduction, including menstrual cycle & fertilisation</p> <p>How the growth & reproduction of bacteria & the spread of viruses can affect health</p>	<p>Explore & value the range of cultural and religious beliefs on aspects of sexuality & sexual health</p> <p>Explore the reasons for having sex. Understand that sex involves a sense of respect for one's own & other's feeling, decisions, rights, & bodies.</p> <p>Explore & understand difference in relation to gender, race & sexuality, & how it feels to be different or discriminated against.</p> <p>Explore, understand & be able to describe the positive qualities within a relationship.</p> <p>Explore body image & self esteem & understand its impact on sexual health.</p> <p>Develop a critical awareness about gender, appearance & sexuality within the media & elsewhere.</p>	<p>Develop the range of personal & social skills needed for relationships with family & friends including:</p> <ul style="list-style-type: none"> ▪ Negotiation skills ▪ Decision making skills ▪ Assertiveness skills ▪ Listening skills <p>Being able to recognise pressures from others and able to resist it & seek help if necessary.</p> <p>Being able to discuss relationships</p> <p>Being able to recognise, express & manage emotions including loss caused by change, divorce and separation.</p> <p>Developing skills in challenging prejudice and valuing diversity.</p> <p>Knowing where to seek help & advice from various outside support agencies as well as other adults such as parents and carers etc.</p>	<p>How personal needs change through puberty.</p> <p>How relationships affect health & well being.</p> <p>How family life including marriage supports the upbringing of children.</p> <p>The implication of teenage pregnancy.</p> <p>Aspects of sexual health including sexuality, contraception, safer sex, abortion, HIV and sexually transmitted infections.</p> <p>How different contraceptive methods work & where to get advice on sexual health issues such as abortion, STIs including HIV, & safer sex.</p>

Key Stage 4	SRE as part of PSHE
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SRE as part of the Science N.C	Attitudes & values	Personal & Social Skills	Knowledge & Understanding
<p>Knowledge of the effect of sex hormones & how sex is determined in humans</p> <p>Knowledge of some medical uses of hormones including the control & promotion of fertility.</p>	<p>Opportunities given to think about the consequences of sexual activity & relationships.</p> <p>Explore & understand exploitation & abuse within relationships.</p> <p>Explore & recognise links between risk taking & sexual activity with alcohol & drug use.</p> <p>Identify & understand rights & responsibilities within relationships.</p>	<p>Being able to demonstrate assertiveness skills.</p> <p>Being able to discuss a range of moral & social issues including cultural attitudes towards sex & sexuality, contraception, abortion, the age of consent.</p> <p>Having the skills to find and use local & national support agencies.</p>	<p>Revision of how different contraceptive methods work & where to get advice on sexual health issues.</p> <p>How risk taking affects sexual health & well being.</p> <p>How the law affects young people & sex.</p> <p>The range of advice & support in the local community and nationally.</p> <p>Aspects of sexual health including sexuality, contraception, safer sex, abortion, HIV and STIs.</p>

CITIZENSHIP	
KS3 & 4	<p>To participate in SRE policy & programme development & review</p> <p>To consider the effect of national, regional, religious & ethnic identities on beliefs & attitudes to sex, relationships, gender & sexuality.</p> <p>To be critically aware of the effect of images imparted by the media about sex, relationships, gender & sexuality.</p> <p>To know about & understand the social, cultural & economic impact of HIV as a global epidemic</p> <p>To practice expressing personal opinions & listening to those of others about a range of issues such as marriage, contraception, abortion, gender, sexuality & teenage pregnancy.</p> <p>To develop the skills of empathy, respect & understanding in relation to sex, sexuality & relationships.</p> <p>To take responsibility for one's own sexual attitudes & behaviour.</p> <p>To be able to express, understand & evaluate different views that people hold about sex, sexuality & relationships e.g homosexuality, sex before marriage.</p>

The programme will be monitored and reviewed at regular intervals by the PSHE Co-ordinator and the Heads of Year.

Specific Issues

The Sex and Relationship Education Guidance 2000 document recommends that the following specific issues should be included in the policy and incorporated within the SRE programme:

- Both boys & girls should be fully prepared for puberty
- Young people need access to, and precise information about, confidential contraceptive information, advice and services
- Young people need to be aware of the moral and personal dilemmas involved in abortion and know how to access a relevant agency if necessary
- Young people need to be aware of the risks of STIs including HIV and know about prevention, diagnosis and treatment
- Young people need to know not just what safer sex is and why it is important but also how to negotiate it with a partner

Student Withdrawal Procedures

Parents have the right to withdraw their children from part or all sex and relationships education provided outside National Curriculum Science. Parents wishing to withdraw their children should do the following:

1. Ask to see a copy of the schools Sex and Relationships policy and schemes of work.
2. Ask the school for an appointment to see staff concerning withdrawing the student from SRE.
3. Following the meeting if it is still the parents wish to withdraw the student a request in writing stating which part of the programme the student should be excluded from will be necessary.
4. Materials are available to parents/carers who wish to supplement the school SRE programme or who wish to deliver SRE to their children at home.

Using Outside Visitors

The school sometimes uses outside visitors to help support the SRE programme. These visitors may include health professionals, youth workers, theatre groups etc. The input of visitors is monitored and evaluated by staff and students. This evaluation informs future planning.

Visitors are made aware of:

- Their purpose and role within the school's programme
- The boundaries of their input
- The school's SRE policy and planned programme

Confidentiality and Child protection issues

It is important that a student understands that a teacher cannot keep information disclosed to them completely confidential if they believe the disclosure would place the student at risk or in danger. All staff are familiar with the Child Protection Policy and know the identify of the member of staff with responsibility for Child Protection issues.

Explicit Questions

Both formal and informal SRE arising from students' questions are answered according to the age and maturity of the students concerned. Questions do not have to be answered directly and can be addressed individually later. Questions which reveal unexpected knowledge for the age of the student may be a cause for concern and teachers may wish to refer to the Child Protection Co-ordinator.

The Thomas Aveling School believes that SRE should meet the needs of all students regardless of their developing sexuality and that all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that students are able to form their own informed opinions but can also respect that others may have a different opinion.

Dissemination, Monitoring and Evaluation

This policy will be made accessible to governors, staff, parents, outside agencies.

The policy will be monitored by the PSHE / Citizenship Co-ordinator in consultation with the Heads of Year and school nurse.

The review date for the whole policy is July 2012