



Dorset Education Partnership

FERNDOWN UPPER SCHOOL

SEX & RELATIONSHIPS POLICY

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SEX AND RELATIONSHIPS POLICY (Revised 2012)

All maintained secondary schools must have a policy on sex education.

Rationale

The government requires (Education Act 1996 and Language and Skills Act 2000) that all maintained secondary schools must provide Sex and Relationships Education (including education about HIV and AIDS and other Sexually Transmitted Diseases) for all registered students. The school's Policy on Sex Education is available to all parents/carers and should be reviewed every 2 to 3 years.

Aims

The DfE suggests that Sex and Relationships Education (SRE) is provided in a way that encourages pupils to consider: personal relationships in the widest sense, morals, the importance of marriage and family life. Ferndown Upper School wholeheartedly support this philosophy and believe it is best taught as part of the Personal, Social and Health Education (PSHE) and Citizenship programme delivered throughout the school. The PSHE programme goes beyond National Curriculum science and seeks to promote the spiritual, moral, cultural, mental and physical development of pupils, as well as preparing students for the opportunities, responsibilities and experiences of adult life.

We believe in a whole school approach, that contributions can be made by different curricular areas, and that teaching can be reinforced by the general ethos of the school in creating a supportive environment for all students.

Brief Description of SRE

We believe SRE is relevant and appropriate to the lives of young people, regardless of their family background or sexuality. The positive qualities of relationships, such as trust, honesty, and commitment, should be stressed, rather than the promotion of one form of sexual relationship or sexual orientation.

We think SRE is an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life. We believe it should encourage personal and social development, fostering self-esteem, self-awareness, a sense of moral responsibility, and the confidence and ability to resist abuse and unwanted sexual experience.

Rights of Withdrawal

Opportunities exist throughout the statutory curriculum to provide SRE. The school would prefer parents to play a part in this sometimes sensitive area, by being informed and involved in the development of the school's programme so

they can continue discussions at home. However, in the event of any parent or carer wishing to withdraw their child, they are asked to inform the Headteacher in writing. In the event of this happening, the parent/carer will be invited to attend a meeting to discuss any concerns with the school. Following this discussion, any parent or carer still wishing to exercise their rights to withdraw their child should be reassured that appropriate alternative arrangements would be agreed and organised by the school.

Sex and Relationships Education Framework

Sex and Relationships Education covers more than biological facts and information and tries to help young people develop self-esteem and self-responsibility as well as the acquisition of understanding and attitudes which prepare students to develop caring stable relationships. Appreciation of the value of self-respect, dignity, and parental duty should be encouraged in all students, together with sensitivity to the needs of others, loyalty and acceptance of responsibility.

How SRE is Provided and by Whom

The topics in the framework are developed gradually through timetabled PSHE and via input from accredited outside experts, delivering input to the entire year group. This is enhanced by appropriate subject teaching and the school's pastoral system.

Parents have the right to withdraw their child from all or part of any sex and relationships education programme, but not the biological aspects of human growth and reproduction that is part of the National Curriculum science. As the PSHE courses emphasise aspects of sex education within a framework of personal development, we hope that parents will recognise the benefits to students from this course and will not request withdrawal without discussing it with the school.

Monitoring and Evaluating SRE

Delivery of SRE within PSHE lessons and within workshops delivered by external experts will be monitored during the year in the same way as all other curricular subjects. It will be done by one or more of the following – Line Managers, Subject Advisers and Inspectors, Governing Body, Ofsted Inspectors.

Content Headings for the Programme

Please refer to PSHE SRE curriculum for guidance.

Organisation

Sarah Stroud is presently the staff member who has the designated co-ordinator role for SRE. Our school's link governor for SRE is **Hilary Billimore**. We have a dedicated team who deliver lessons in SRE, including provision from outside

agencies, with aspects also delivered in science and religious education, promoting a whole school approach to emotional and social development. Science staff, following National Curriculum guidelines, will provide statutory requirements (see County SRE Guidance). Aspects including work about human sexual behaviour, relationships, HIV/AIDS and self-esteem will be delivered age appropriately, within the PSHE framework. We have achieved targets set by the Healthy Schools Scheme. We work closely with specialist outside agencies to provide an up-to-date appropriate programme.

Statement about Sensitive Issues

When questions arise in SRE sessions about sensitive issues, they will be answered appropriately and, where necessary, referrals made to appropriate outside or specialist agencies and/or parents, for continued support and follow-up. We have on school site support from **School Nurse and Counsellor**

If child protection issues arise, the school's Child Protection procedures will be initiated (see Child Protection Policy).

When outside agencies provide classroom sessions, they must be aware of and follow the confidentiality policy of the school.

Working with Parents

The Policy is available for inspection by parents, via the school's website and on site access. Information regarding SRE content will be made available at parents' evenings. Designated persons available for provision of advice to parents are the PSHE Co-ordinator: **Sarah Stroud**, Sexual Health Co-ordinator: **Sarah Stroud** and the School Nurse.

Monitoring and Evaluation

Students' evaluation will take place using a Dorset-wide method of evaluation (see SRE Guidance). This will be carried out at the end of each module. These results will inform teaching strategies and enhance future programmes.

The SRE team and governors will meet regularly to discuss issues and allow time for CPD. Parents will be consulted annually during the revision of this policy and opportunity to discuss issues related to SRE will be available at parents' evenings, or directly via the PSHE Co-ordinator.

This Policy should be read in conjunction with the school's Child Protection Policy, Anti-Bullying Policy and the County SRE Guidance.

APPENDIX

Lesson Aims and Objectives

- It is the responsibility of subject teachers and all other members of staff involved in providing Sex and Relationships Education to address the following aims and objectives:
- To acknowledge and complement the role of parents as sex educators and liaise with them.
- To generate an atmosphere within which students can ask questions and discuss sexual matters without embarrassment.
- To develop skills in making informed decisions and in recognising and/or resisting exploitation or peer pressure.
- To encourage openness and better communication about sexual matters.
- To counter misleading notions and folklore.
- To help young people to understand that they have rights and should have control over who touches their bodies and also to increase communicative skills and mutual respect about such matters.
- To learn about the nature of marriage and appreciate the value of stable family life and the responsibilities of parenthood.
- To enable students to recognise the physical, emotional and moral implications of certain types of behaviour and to accept that both sexes must behave responsibly in sexual matters.
- To promote loving and caring relationships and the idea of mutual responsibility within these relationships.
- To ensure that students are given appropriate teaching materials that have regard to any religious or cultural background of the students, meet legal requirements and are not explicit or unrelated to the lesson.
- To combat ignorance and increase understanding in order to reduce guilt and anxiety.
- To provide awareness of outside influences e.g. the media.
- To provide acceptance vocabulary for all parts of the body and encourage sensible attitudes to natural bodily functions.
- To provide information about sexual matters in an open and frank way, being sensitive to the needs of individuals and groups.
- To increase awareness of sexual identity and develop ideas of non-stereotyped gender roles.
- To make young people aware of sources of help and information that are available to them.
- To promote an understanding of the implications of parenthood and to develop skills and promote responsible attitudes for future parents and child carers.

Contraceptive Advice and Referrals to Under 16s

Whilst information on contraception is given in lessons, no student is given advice on an individual basis. Should a student seek advice on contraception or other aspects of sexual behaviour, staff should, wherever possible, encourage

the student to seek advice from his or her parents, and if appropriate, from the relevant health service professionals (General Practitioner, School Nurse, School Doctor) together with other professionals and agencies (e.g. TREADS). Teachers are NOT health professionals. If any member of staff is in doubt, advice should be sought from the Co-ordinator for Sex Education, Heads of House, Assistant/Deputy Headteachers or the Headteacher.

If a teacher is led to believe that the young person has embarked upon, or is contemplating, a course of conduct which is likely to place him/her at moral or physical risk, or in breach of the law, the teacher has a responsibility to ensure that the young person concerned is aware of the implications and is urged to seek advice as above. The teacher must inform a member of the Senior Leadership Team.