



# NORTHFIELD SCHOOL & SPORTS COLLEGE

## SEX AND RELATIONSHIPS EDUCATION POLICY

Version:	6.0
Issue Date:	January 2018
Governing Body Approval - Date:	January 2018
Policy Review Date:	January 2019

## 1. Introduction

Our school Sex and Relationships in Education policy (SRE) has been written to take into account: British Values, the revised National Curriculum (2014), the DfE Personal Social and Health Education framework which incorporates the Teenage Pregnancy; Strategy and Children Schools and Families Act 2010 and the Education and Inspections Act 2006.

## 2. Objectives

- To help and support students through their physical, emotional and moral development. This is embedded within the PSHCE programme, to help young people to respect themselves and others whilst moving with confidence from childhood through adolescence into adulthood.

## 3. Statutory Requirements

- Show how SRE is provided and who is responsible for its provision.
- Explain how SRE is monitored and evaluated.
- Inform parents of their right to withdraw students from the SRE programme but not from the national curriculum science programme.
- Enable the SRE programme to reflect the views of parents, students and teachers.

## 4. Governors' Responsibilities

- Ensure that the school offers an effective programme of SRE.
- Maintain a written statement of the school's policy on the provision of SRE.
- Oversee the programme's content.

## 5. Governing Body Policy Statement

The following statement was agreed in 2018. *The governors believe that sex and relationship education is an important part of the school curriculum and should be based on a moral framework which develops students' understanding of their physical, sexual and emotional development. Sex education will be delivered in a balanced and planned programme of personal, social and health education and be set in the context of British Values, family life, respect for others and the development of personal responsibility. The programme will be delivered through a number of curriculum areas, but specifically Science and PSHCE lessons and will take account of the maturity and age of the students.*

*The aim of the programme will be to help students develop into mature, responsible and loving adults capable of forming stable relationships. The programme will enable students to have an understanding of feeling safe and secure in relationships and a knowledge of who to turn to if they experience violence, bullying or coercion within a relationship. The programme also reinforces issues around e – safety and the risks associated with forming online relationships.*

## 6. Northfield School's SRE Programme

The programme is delivered through a coordinated scheme of clearly identified topics linking the biological aspects of reproduction within the science curriculum at Key Stage 3 and Key Stage 4. The physical, emotional and social development of students is identified and managed within the PSHCE programme. The Head of Science and the Head of PSHCE are committed to the joint delivery of the specific programme with the Head of PSHCE coordinating the delivery. This role will take into account, the Teenage Pregnancy Strategy and the impact of the Sports College in promoting health and wellbeing, including liaison with Year Heads and the Curriculum Leader of RE. Other subjects also deliver aspects of SRE in their curriculum planning.

Consideration will be given to the views, needs and requirements of both students and parents in the

delivery of the SRE programme. This will include relevant in-service courses and consultation, and parent review evenings, all of which will be integrated into the programme's delivery.

### **National Curriculum Science**

#### **Key Stage 3:**

- The biology of fertilisation in humans.
- The physical and emotional changes that take place during adolescence.
- The human reproductive system, including the menstrual cycle and fertilisation. Development of the foetus in the uterus.
- Effects upon health caused by bacterial and viral infections.

#### **Key Stage 4:**

- The way in which hormonal control occurs, including the effects of sex hormones.
- Some medical uses of hormones, including the control and promotion of fertility.
- The defence mechanisms of the body.
- How sex is determined in humans.

#### **Wellbeing Key Stage 3:**

- Physical and emotional change and puberty.
- Sexual activity, human reproduction, contraception, pregnancy, and sexually transmitted infections and HIV and how high-risk behaviours affect the health and wellbeing of individuals, families and communities.
- Ways of recognising and reducing risk, understanding consent and power in relationships, minimising harm and getting help in emergency and risky situations.
- Different types of relationships, including those within families and between older and young people, boys and girls, and people of the same sex, including civil partnership and same sex marriage.
- The nature and importance of marriage and of stable relationships for family life and bringing up children.
- Discussion of the issues around cross cultural relationships, mixed race and mixed religion relationships.
- The roles and responsibilities of parents, carers and children in families.
- The similarities, differences and diversity among people of different race, culture, ability, disability, gender, age and sexual orientation and the impact of prejudice, bullying, coercion discrimination and racism on individuals and communities.
- Characteristics of positive relationships, and awareness of exploitation in relationships and of statutory and voluntary organisations that support relationships in crisis.

#### **Key Stage 4:**

- The benefits and risks of health and lifestyle choices, including choices relating to sexual activity and alcohol and substance use and misuse, and the short and long-term consequences for the health and mental and emotional wellbeing of individuals, families and communities.
- Where and how to obtain health information, how to recognise and follow health and safety procedures, ways of reducing risk and minimising harm in risky situations, how to find sources of emergency help and how to use basic and emergency first aid.

- Characteristics of positive relationships, and awareness of exploitation in relationships and of statutory and voluntary organisations that support relationships in crisis.
- The roles and responsibilities of parents, carers, children and other family members.
- Parenting skills and qualities and their central importance to family life.
- The impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances.

### **Hidden Curriculum**

At secondary school level, SRE should prepare young people for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- Be aware of their sexuality and understand human sexuality.
- Understand the arguments for delaying the onset of 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, showing respect for individual conscience and the skills to judge what kind of relationship 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 pressurised into unwanted or unprotected sex.
- Access confidential sexual health advice, support and if necessary treatment.
- Know how the law applies to sexual relationships.
- Be aware of the dangers associated with social networking sites and forming on line relationships as outlined in our E safety policy.
- Have an awareness of who to turn to for support if they are experiencing violence, bullying or coercion in a partnership or relationship as outlined in our Anti-bullying policy.

### **7. Information to Parents**

Parents are fully consulted about the content and delivery of the SRE policy. They have the statutory right to withdraw their children from some or all SRE lessons, but not statutory science lessons.

Those parents who have concerns about the SRE programme should contact the Head of PSHCE for any further information and support.

A copy of this document and impact matrix is available on request.

### **8. Sensitive Issues**

The policy recognises the sensitivity of many SRE issues and recommends an informed and cautious approach to dealing with them which is consistent with the age and maturity of the students. Advice and guidance on classroom materials are detailed within individual departments' schemes of work.

All staff receive training regarding the disclosure of sensitive issues relating to safeguarding and are made aware of the Designated Safeguarding Lead and the necessary procedures and protocols in

such situations.

Any students who are experiencing personal issues arising from their sexual orientation or their relationships can talk to members of the guidance team. Staff in school are able to signpost students to other agencies who are able to offer support.

## **9. Reference Documents**

DfE– 7/2000 Sex & Relationship Guidance

DfE– 2001 National Healthy School Standard.

PSHE Association Guidance “Sex and Relationships Education for the 21<sup>st</sup> Century”

Ofsted report: “Not yet good enough: personal, social, health and economic education in schools”

School policies on Child Protection, Anti Bullying, E-safety

## **10. Review**

This policy will be reviewed annually.