



UNLOCKING YOUR
CHILD'S POTENTIAL

“Sex & Relationships Policy”

Agreed by Governing Body: 21.01.15.



DESCRIPTION OF SCHOOL

The De Montfort School is a fully comprehensive maintained co-educational school, serving the needs of pupil's aged 10 - 18. Pupils come from the town of Evesham and the established rural villages around it. There is a social, ethnic and religious mix in our intake of which a small percentage receives free school meals.

POLICY FORMATION, CONSULTATION AND DISSEMINATION

The policy was drafted in consultation with DfEE guidelines (July 2000), senior staff, governors and staff of the Sexual Health Education Unit of the NHS. It was then discussed by all the staff and all governors, and adopted as school policy.

All staff were previously given a copy of the policy and all new staff will be advised during their induction that the policy is now on-line. All parents will be given a copy on request.

AIM AND OBJECTIVES OF THIS POLICY

AIM: The aim is that this policy contributes to our ethos of valuing and including each individual in the school community and that it informs staff/student relationships, both one to one and in PSHE and other classes. This also addresses 'Every Child Matters' outcome.

OBJECTIVES: Towards this aim, students will be given

- Objective factual information about the human body and its changes including information about reproduction, control of fertility, safer sex, sexuality, sexual relationships and information about confidential helping services.
- Opportunities to clarify some of their attitudes towards friendships, relationships, sexuality and gender.
- Opportunities to discuss moral issues — hearing the points of view of others and respecting other people's decisions, rights and bodies.
- A chance to explore ideas about family, marriage, parenting, the ways in which people care for each other and the benefits of stable relationships.



WHY SEX AND RELATIONSHIPS EDUCATION?

Legal obligations:

Maintained secondary schools in England and Wales have a legal responsibility to provide a 'sex education' programme. They also have a responsibility to keep an up to date written statement of the policy they choose to adopt and this must be available to parents.

The needs of young people and the role of schools:

Rates of teenage pregnancy, abortion and sexually transmitted infection in the UK are among the highest of all European countries. The Government has developed a comprehensive strategy to change this situation and SRE for students in both primary and secondary schools is seen, alongside other initiatives, as a key element. Our approach to SRE is in line with the Government's strategy and guidance given to schools in DCSF 'Sex and Relationship Guidance' 2000. The DCSF 'Sex and Relationship Guidance' (2000) recommends that 'Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives'. The school has a key role, in partnership with parents/carers, in providing SRE. Research has shown that young people who feel good about themselves, and are knowledgeable and confident about sex and relationships, are more likely to be more discerning in their relationships and sexual behaviours and to have fulfilling relationships.

'Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to enter into sexual activity. Indeed it can help them learn the reasons for, and the benefits to be gained from, delaying such activity'. DCSF 'Sex and Relationship Guidance', 2000.

What Is Sex and Relationship Education?

SRE 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 enhances the self-worth and confidence of each individual and encourages mutually respectful relationships and empathy for others. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.



Principles and Values:

In addition, The De Montfort School believes that SRE should:

- Be an integral part of the lifelong learning process, beginning in childhood and continue into adult life.
- Be an entitlement for all young people.
- Encourage every student to contribute to make our community safe and aims to support each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up and consult with them via the Parent Voice to discuss the issues of how SRE is being delivered.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

Sex and Relationship Education in The De Montfort School has three main elements:

1. Attitudes and Values

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning about 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;
- challenging myths, misconceptions and false assumptions about normal behaviour.



2. Personal and Social Skills:

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

3. 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.

4. MORAL AND VALUES FRAMEWORK

- The De Montfort School's approach to SRE will be conducted within a clear morals and values framework based on the following principles:
- The value of stable and loving relationships.
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion.
- The right not to be abused by other people or be taken advantage of.
- The right of people to follow their own sexuality, within legal parameters.

We also believe that students have an entitlement to:

- Age and circumstance appropriate SRE.
- Access to help from trusted adults and helping services.



The personal beliefs and attitudes of teachers will not influence the teaching of sex and relationship education within the PSHE framework.

Knowledge and Information

PSHE Curriculum

Key Stage 2: growing up, puberty, body image, body changes, moods and feelings, relationships with parents or carers.

Key Stage 3: puberty, personal safety, friendships and love, family life and relationships, gender issues, conception and birth, contraception, safer sex, STIs, sex and the law, life stages.

Key Stage 4: abortion, genetic inheritance, sexual transmitted diseases including HIV and AIDS, sexual lifestyles, helping agencies, prejudice and stereotyping, attitudes of different faiths and cultures, the influence of drugs and alcohol and how to stay safe, healthy relationships, signs of abuse, consent.

(The Science and Philosophy & Ethics Curriculum add much of the above.)

Facts are presented in an objective and balanced way, with pupils being encouraged to consider their attitudes and values within the framework set out in section 4. They will be made aware of the difference between fact, opinion and religious belief.

Skills and Abilities

Pupils will be helped to develop the following skills:

- Communication including the making and keeping of relationships
- Assertiveness
- Decision making
- Recognising and using opportunities to develop a healthy lifestyle



CONTENT HEADINGS FOR SCHOOL SEX AND RELATIONSHIP EDUCATION PROGRAMME.

See PSHE Scheme of work

ORGANISATION OF SCHOOL SEX AND RELATIONSHIP EDUCATION

Katie Green at the High School and Pamela Tidd at the Middle School are responsible for planning, teaching, training and the delivery of programme, which is delivered by staff throughout the school.

6.a Training Provision

All staff will be offered regular training to enable them to feel comfortable teaching the programme. The local Sexual Health Education Unit provides such training free, as does the LEA teacher/adviser for PSHE.

6.b Approach and Methodology

We start from the assumption that ignorance does not protect. Following the guidelines of DFEE on sex and relationship education (July 2000) we use interactive teaching methods, with the teacher acting as teacher facilitator and guide through topics. Pupils are taught in mixed ability groups. All groups are mixed gender. We carefully select leaflets and other written material from the best that is available at any time. Informal language for parts of the human body and sexual activity will be used infrequently during lessons, as formal terms will be taught and encouraged.

Teachers will be offered guidance on answering students' questions as part of their specialist training. If a question seems too explicit, or inappropriate for the whole class, the teacher will acknowledge it and address it later on an individual basis where, if necessary, they will give information on where to get advice.

6.c Curriculum Entitlement

At the Middle School site, the PSHE curriculum is delivered through one hour sessions per fortnight, with additional activities provided through external provision and form time where appropriate. At the High School site, the PSHE curriculum is delivered through termly Personal Development days, which year group having one day which focuses on sexual education. It is also taught through the Big Questions and assemblies within tutor time. The personal development day focus becomes a half term focus for that year group within tutor time.



6.d Procedures for reviewing effectiveness of programme

Evaluation meetings will be held annually with all staff teaching the programme and student views will be sought at regular intervals through Pupil Voice questionnaires. The nominated PSHE Governor will have a link role between the school and governing body.

6.f Complaints Procedure

Any complaint about the content or delivery of the sex and relationship education programme should be addressed in the first instance to Katie Green or Pamela Tidd.

EQUAL OPPORTUNITIES

This policy links closely with the equal opportunities policy, the bullying policy and the county guidelines on child protection plus other policies, available in the secretary's office. We believe equal opportunities is not about treating everyone the same – but about helping to redress imbalances. When students struggle, they are offered more help to benefit from their schooling. If they are struggling within relationships, identity or loss we will try to provide them with the support they need – either inside the school or externally. Objective discussion of sexual orientation will take place in sex and relationship education lessons in order to meet the needs of all pupils. There will be no promotion of any sexual orientation.

In the PSHE programme we attempt to select activities and resources which are age, experience, reading level and culturally appropriate. All lessons attempt to engage boys and girls equally well.

SPECIFIC ISSUES STATEMENTS

8.a Withdrawal of pupils from sex and relationship education

Any parent wishing to withdraw their child from sex and relationship education should be encouraged to make an appointment with the PSHE Co-ordinator to discuss the matter. Students cannot be withdrawn from any part of the teaching which falls within the National Curriculum.

Inevitably there will be occasions when discussion of aspects of sexual behaviour and choices will arise in other curriculum areas. These discussions will be sensitively handled — and if appropriate, the teacher can ask a relevant PSHE teacher to develop the subject at another time.



The links between the sex and relationships PSHE scheme and the science curriculum will be identified and will be clear to the students as well as staff. (Refer to 4a)

8.b Contraceptive 'advice', information and referrals, and under 16's

From Key Stage 3 onwards, students will be taught about controlling fertility and safer sex as part of the sex and relationship education programme. Even students who have been withdrawn from sex and relationship education by their parents are entitled to the information and about where and from whom they can receive confidential advice and treatment. Details of organisations are given out during Personal Development Days.

It is not the role of teachers to advise on health issues in any detail. They should encourage the student to talk to a parent/carer, and/or school nurse, young people's health service or GP.

8.c Confidentiality (In the classroom)

What a student says or writes in the classroom is by definition not confidential.

Students are encouraged to speak in general terms rather than personal. When discussing issues in the classroom, student disclosures made in the classroom which are of the concern to the teacher, must be reported by her/him to the Child Protection Officers F Lovecy, S Green or S Wells at the High School or F Lovecy, A Beech or M O'Brien at the Middle School, who will decide whether parents should be informed, and any other action to be taken. Class teachers should not go direct to parents with disclosures. If a class teacher is reporting a disclosure to the Child Protection Officer, the pupil should be told this.

8.d Confidentiality (Individually)

Teachers should not promise absolute confidentiality to students.

However, teachers are only obliged to pass on disclosures as defined by this policy. If a teacher believes a student to be at risk, she/he should inform the Child Protection Officer/school nurse and tell the student this is what they are doing.

Teachers will recognize the importance of listening to the concerns of individual students. Staff will also be aware that young males find it more difficult than females to express emotions, and will offer support where possible. Again, teachers will not go against the student's wishes and talk to parents.



Students are deemed to be 'at risk' if they are:

- Involved in situations where they can endanger themselves or others
- Involved in situations where they are being exploited or are exploiting others
- Victims of abuse, violent/sexual or emotional; this would require referral to the Child Protection Officer.

The last category of risk would require the Child Protection Officer to be involved, and that policy to be adhered to.

If a teacher learns from an under 16 year old that they are having, or contemplating having, sexual intercourse, they should take steps to ensure that:

- Wherever possible, the young person is persuaded to talk to their parent or carer.
- That the young person understands the need for advice on sexual health and is given precise information about where he/she can access confidential contraception and advice services.
- Any child protection issues are addressed.

The School Governors and Senior Leadership Team will support the staff member in exercising her/his professional judgement about what is in the young person's best interest.

Any student who is continuing with a pregnancy will be given time with the Key Phase coordinator to ensure she knows how she may continue her schooling or FE. Options would include support from the Medical Education Team to continue studies outside of school setting, as well as Early Help intervention, if required. The school nurse will help her to access ante and postnatal care.

The school will also be sensitive to the needs of young fathers ensuring support around behaviour of peers and information on sources of advice on legal and other issues, for example, Citizens' Advice Bureau and the Support, Guidance and Skills Service.

8.f Procedure for involving outside educators including health professional colleagues in the delivery of the programme

External educators can make a valuable contribution to Sex and Relationship Education. They must be familiar with this policy and contribute to the programme as agreed with the teacher, subscribing to our school moral and values framework, and using resources and methods agreed with the teacher. The teacher will be present during the session, and will negotiate their own role during the class, in advance.



8.g The school nurse as health advisor/support for students

The school nurse offers a confidential health service and can be contacted through reception or the Key Phase leader. Informal drop-ins are also clearly available and sign posted through notice board use.

PROCEDURE FOR SUPPORTING ANY MEMBERS OF THE SCHOOL COMMUNITY INFECTED WITH HIV, HEPATITIS B OR C

Staff should not expect to be informed of a student's or colleague's HIV or Hepatitis status. A member of staff, who is told of a student's blood borne viral status, should inform the Head Teacher and no-one else. He/she will tell the student that this is what they are doing. No student or member of staff will be discriminated against as a result of such a disclosure.

First aid and control of infection practice should always follow current guidelines, and assume that blood spills can be infectious in some circumstances.

WORKING WITH PARENTS

We have worked with the parent/governor(s) on producing this policy, and always welcome the views of parents on what we are trying to achieve within the school.