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BOWER GROVE SCHOOL
RELATIONSHIPS AND SEX EDUCATION POLICY

Aims and Objectives of the School Sex Education Policy

The school's aim is to equip every pupil with: -

- Age appropriate knowledge of their body, its development and how to manage change as these occur through puberty
- An understanding of appropriate language and terminology linked to maturation
- An understanding of the social, emotional and moral implications around sexuality and sexual health
- To develop positive self-image and feelings of self-worth by recognising how these can be affected
- The skills needed to explore and understand the feelings, attitudes and values of themselves and others within different types of relationships
- The strategies needed to cope with challenging behaviours and relationship scenarios
- The skills to avoid and resolve conflict and challenge the unacceptability of prejudice and bullying of all kind
- Knowledge of what rights and responsibility mean in relationships and an understanding of appropriate and inappropriate behaviours
- An understanding of the roles and responsibilities of parenting
- Strategies, understanding and information needed to be able to safeguard and protect themselves from exploitation, unwanted pregnancy and sexually transmitted infections
- To raise awareness and help to reduce teenage pregnancy

As many of our pupils have difficulty in relating to other people – there is an emphasis throughout the programme on raising self-awareness and developing a sensitivity and awareness towards the needs of others.

The programme is also a spiral curriculum where overlearning occurs to ensure the students have a good understanding of all aspects of relationship and sex education before any situation becomes a reality.

Moral and Values Framework

Sex education will be presented mainly in a discussion format with an established factual framework that advocates the importance and values of stable family life, commitment, respect both for self and others, responsibilities of parenthood and an awareness of the law on sexual behaviour whilst enabling students to understand differing viewpoints and orientations.

Organisation of School Relationship and Sex Education

1. The responsibility for the content, planning and delivery of this programme has been delegated to the school and is monitored by the subject leader for PSHE.
2. Relationship and Sex Education is not just taught in isolation but through a cross-curricular approach through a range of subjects. It is an integral part of the whole curriculum. Many of the topics will be delivered as part of the PSHE, Citizenship and National Curriculum

Science programme. Facts, skills and strategies will be developed gradually throughout the 11 years at school. Information will be carefully structured to suit the age, maturity level and emotional ability of each student group.

3. The ability to express thoughts and feelings and to cope with choices and decisions will be actively encouraged throughout the programme.
4. Where pupils raise controversial or particularly explicit issues, staff will contact parents to see how they would like the matter to be handled. In exceptional circumstances e.g. if the child is distressed or believed to be in danger, the teacher will speak individually to the child and then seek advice from the Child Protection Co-ordinator.
5. Where sex education questions are asked in relationship to another subject, staff will answer them as honestly as they can, whilst having due regard to the contents of this policy.
6. As a general policy, lessons containing elements of the Relationship and Sex Education Policy will be delivered in mixed sex groupings. However, there may be situations where individuals may benefit from withdrawal lessons and one to one learning, for example a more detailed discussion on menstruation issues and self-examination. Additionally small group or individual counselling may be provided in special situations e.g. where comprehension levels are different to the majority of the group or where questions posed by an individual are not relevant to the majority of the group or are particularly sensitive to a specific student.
7. SEN Statement outlines any modification of provision. This will be negotiated with parents and will form an agenda item at the Annual Review meeting and may be incorporated into a provision map.
8. Parents will be notified at the start of Key Stage 3 that a more specific sex education programme is starting and will be offered the opportunity to discuss the programme. Additionally, information on the curriculum may be presented at the Key Stage 3 parent/pupil induction meeting.
9. Parents should expect their child to be taught about the ways to negotiate within friendships, puberty and changes and human reproduction (science) as a minimum in Key Stage 2.

Resources

A wide range of commercially produced materials are used and where necessary these are adapted and differentiated to suit the needs of individual students. Outside agencies will be resourced for specific issues if and when they arise in all Key stages.

Specific Issues Statements

1. Students seeking contraceptive advice from members of the teaching staff will be encouraged to discuss the matter with their parents / Family Planning Clinic or medical team. Contact details relating to accessing outside agencies e.g. Childline, FPA, Drug Support Centres etc will be available to students from the PSHE department.
2. Students will always be informed that confidentiality cannot be promised – in all situations students will be encouraged, and supported if necessary, to share their concerns with their parents and if appropriate with the relevant health service.
3. Any pupil considered to be in physical or moral danger will be referred to the procedures outlined in the School's Child Protection Policy.

Curriculum Entitlement

We believe that our pupils are entitled to a curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils and
- Prepares our pupils for the opportunities, responsibilities and experiences of adult life

Child Withdrawal Procedures

Parents have the right to withdraw their children from any or all parts of the Relationship and Sex Education Programme EXCEPTING those elements which are required by the National Curriculum Science Orders.

Any parent wishing to exercise this right should inform the Headteacher of their wishes in writing. The parental right of withdrawal may be exercised by either parent or by a person who has responsibility or care of the child. Any unresolved disputes between either fellow carers or parents will need to be made through the courts.

There is no obligation for any parent to provide the school with the reasons behind their decision. In order to ensure that there are no misunderstandings about the nature of the Relationship and Sex Education provided by the school, the Curriculum Co-ordinator will invite the parent wishing to withdraw their child from the programme to discuss the programme being offered.

Provision for any pupils withdrawn from this part of the curriculum will be made on an individual basis and will have due regard to the accommodation and alternatives possible at any given time. Parents will be informed of the alternative arrangements.

Complaints Procedures

It would be hoped that most complaints can be readily addressed through discussion with the individual member of staff or via the Headteacher. Additionally parents may wish to raise their complaint to the Governor responsible for Sex Education within the School.

The LEA is required, under Section 23 of the Education Reform Act 1988, to deal with complaints from parents re: school curriculum.

Procedures for the involvement of health professionals/visitors are as follows:

The school may also use outside agencies in the delivery of the Health and Sex Education Programme. All of these people are professionals specially trained to work with young people and have established codes of practise that are in keeping with the policies outlined in this Policy.

Introduction of new visitors/speakers must be:

- Approved by the Leadership Team
- Briefed on the moral and value framework within which topics are to be delivered in the school
- Delivering a pre-planned unit that forms a natural progression to the work being covered by the group
- Accompanied by a member of staff who will reserve the right of intervention as appropriate

Opportunities exist for older pupils (Key Stages 3 and 4) to speak to representatives from the Health Authority or other agencies attached to the school, individually and in confidence.

Procedures for supporting any members of the school community infected or affected by HIV

Hygiene Procedures

The school has adopted the infection control guidelines outlined in Annex A of the DfEE “HIV and AIDS Guide for the Education Service”. Therefore our standard practice for all hygiene matters has minimised the risk of transmitting HIV or any other infections. It would therefore be unnecessary to implement any further procedures to accommodate an HIV sufferer. As part of the Health Education and PSHE programmes all pupils are also supervised, instructed and encouraged to comply with these hygiene procedures.

Confidentiality and Counselling for HIV sufferers

The school recognises and accepts the need for parents and pupils’ rights to confidentiality and privacy in this matter. Because of the adopted measure with regard to hygiene the number of people who need to know this information is largely eliminated.

Whilst there is no legal requirement for a parent to inform the school of HIV infection, it would be strongly recommended that the Headteacher be informed as this would ensure that support or counselling could be offered if needed. The sharing of this information would only be done in consultation with the parent/pupil or carer and would be rigorously confined to those who needed to know – in this school this would usually be the Headteacher and Learning Support Assistant with responsibility for medical arrangements.

Equal Opportunities

All pupils will receive equal access to all aspects of this programme.

Opportunities will be presented to:

- Develop greater empathy and understanding of cultural issues, travelling families, religious belief
- Challenge stereotypes
- Develop confidence in the rights of an individual to say no

Working with Parents

Because of the nature of most of the pupils in this school, many experience difficulty in coping with the emotional and physical aspects of growing up and accepting and recognising the challenges and responsibilities that sexual maturity brings. This often presents parents with a difficult task and the Relationship and Sex Education programme that is offered by this school has been designed to be complimentary and supportive to the work being done by parents.

The school teaching staff are willing to offer additional support to parents, whether it is in the form of information, sharing or resources, enrolling the support of other agencies or by designing individualised programmes.

We welcome any parental involvement in this programme and value any comments that could influence the development and review of this curriculum.

Content Headings for School Relationship and Sex Education Programme

This programme has been written on a behavioural objective model, which enables staff delivering the programme to recap on previous objectives to measure understanding and to establish a starting point. The repetitive nature of the topic enables information to be imparted in small steps at appropriate times. This is known as a spiralled curriculum.

Key Stage 1 – Topics Covered

- People in my life – what they do for me and what I do for them
- My moods – feeling happy, sad etc
- Friendships
- Keeping safe – dangers and saying No
- Secrets and surprises
- My body and other people’s bodies – naming of external parts
- The beginnings of life – me, animals and plants
- Growth in people, animals and plants
- Ageing – how we know if things are alive, dead, young or old

Key Stage 2 – Topics Covered

- Different types of families
- Feelings – love, jealousy, happy, sad, scared, focus on universal feelings, physical feelings, pain, emotions
- Listening and sharing
- Dealing with difficult situations – teasing and bullying
- What I like or don’t like about other people
- Friendships and negotiation
- Keeping safe – stranger/danger, secrets, touching
- Assertiveness – making decisions, strategies for saying “No!”
- Caring for myself – hygiene, sleep, exercise, diet, immune system
- People who help me to care for myself
- Physical and emotional changes in puberty and how to manage these
- Human Reproduction

Key Stage 3 – Topics Covered

- Physical and emotional changes in puberty
- Relationships: Expectations, rights and responsibilities
- Core values of family life in all its variety of forms and the recognition of the need for commitment, trust and love
- Sexual activity and the law
- Personal Hygiene
- Personal safety regarding sexual activity
- Assertive behaviours and social skills
- Friendships, the qualities of a friend and negotiation
- Feelings – expression of own and appreciation of others
- Respecting differences in relation to gender and sexuality
- Human reproduction, menstruation, fertility and pregnancy
- Male/female physiology
- Sexual language – real/slang words for body parts
- Family structures and responsibilities
- Discrimination, stereotyping and prejudice

- Media influence on body image, peer pressure and self esteem
- Choices for healthy relationships

Key Stage 4 – Topics Covered

- Recognition of influences and pressures around sexual behaviour
- Where to seek professional health advice
- Managing emotions associated with changing relationships with parents and friends
- Assertiveness training to be able to challenge offending/inappropriate behaviour
- Healthy versus unhealthy or abusive relationships
- Consent and the laws relating to sexual behaviour
- Contraception – choices
- Peer pressure and decision making
- HIV and STI's – recognising symptoms, where to get help and understanding how they are spread and prevented
- Child care and parenting skills
- Marriage and long term relationships
- Unwanted pregnancy – options, consequences and the law
- Lifestyle choices that may put you at risk (alcohol, drugs, sexual activity)
- Domestic violence
- Sexuality and orientation