

<i>Policy adopted by Governors</i>	<i>January 1995</i>
<i>Policy to be reviewed every two years by LST (Website)</i>	<i>May 2023</i>
<i>Policy to be reviewed</i>	<i>May 2025</i>

BOWER GROVE SCHOOL
RELATIONSHIPS AND SEX EDUCATION POLICY

Aims and Objectives

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 in all forms
- 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 pupils have a good understanding of all aspects of relationship and sex education before any situation becomes a reality.

Moral and Values Framework

Relationship and 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 PD.
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 PD, 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 a member of the designated Safeguarding Team.
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. 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. Modification of provision will be discussed with parents and may be incorporated into a provision plan.

Resources

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

Specific Issues Statements

1. Pupils 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 will be available to pupils from the PD department.
2. Pupils will always be informed that confidentiality cannot be promised – in all situations pupils 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 Safeguarding and Child Protection Policy.

Curriculum Entitlement

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

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

Child Withdrawal Procedures

Parents or carers have the right to withdraw their children from any or all parts of the Sex Education Programme, this includes specifically conception-human reproduction. Withdrawal cannot be made for those elements which are required by the Science National Curriculum. Withdrawal can be made up until three school terms before their child turns 16. At this time the child can choose to receive Sex Education if they would like to.

Any parent or carer wishing to withdraw their child should inform the Headteacher of their wishes in writing. The parental right of withdrawal may be exercised by either parent or carer.

There is no obligation for any parent or carer to provide the school with the reasons behind their decision. Discussion regarding a withdrawal between school and parent / carer is encouraged.

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 or carers may wish to raise their complaint to the Governor responsible for Sex Education within the School.

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

The school may also use outside agencies in the delivery of the Relationships and Sex Education Programme. These agencies are 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

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 or Carers

Because of the nature of most of the pupils in this school, many experience difficulties 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 or carers 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 or carers, whether it is in the form of information, sharing of resources, involving the support of other agencies or by designing individualised programmes.

Content of the Relationship and Sex Education Programme at Bower Grove

Key Stage 1

- Roles of different people, families, feeling cared for
- Recognising privacy; staying safe; seeking permission
- How behaviour affects others
- Making friends
- Managing secrets
- Playing and working cooperatively
- Growing older
- Online safety

Key Stage 2

- What makes a family
- Personal boundaries
- Recognising respectful behaviour
- Positive friendships and relationships
- Responding to hurtful behaviour
- Respecting differences and similarities
- Physical and emotional changes in puberty
- Managing friendships and peer influence
- Recognising and managing pressure
- Human reproduction and birth

Key Stage 3

- Healthy routines, influences on health, puberty, unwanted contact and female genital mutilation
- Self-worth, romance and friendships (including online) and relationship boundaries
- Discrimination in all its forms
- Gender identity, sexual orientation, consent, 'sexting'
- Healthy and unhealthy friendships.
- Families and parenting, healthy relationships, conflict resolution and relationship changes
- Introduction to contraception
- Substance misuse and gang exploitation

Key Stage 4

- Relationship and sex education including consent, contraception, the risk of sexually transmitted infections
- Relationships and sex expectations, myths, pleasure and challenges including the impact of media and pornography
- Communities, belonging and challenging extremism
- Assertive communication (including in relation to contraception)
- Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships

Assessment

Understanding, knowledge and skills are assessed through observations, discussion, questioning, group participation and through pupil workbooks. Progress is recorded using the school assessment system.

Linked policies / documents

Curriculum Map / Schools Long Term Plan

PD Policy

Drugs and Alcohol Policy

Citizenship Policy

Equality Policy

Online Safety Policy

Safeguarding and Child Protection Policy