



Sex Education Policy

RELATIONSHIPS AND SEX EDUCATION

The governors and staff of Werneth School believe that effective relationships and sex education is vital in helping students to grow up as responsible adults. The school aims to provide a setting in which students can be offered effective and appropriate teaching about relationships and sex education. We seek to help students prepare for adult life by supporting them through their physical, emotional, moral and spiritual development. It is our aim to help students within the school to understand themselves, respect others and form healthy relationships.

What is Relationships and Sex Education? 11

- Relationships and sex education is learning about emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science (including reproduction, pregnancy and birth) and as part of Beliefs and Values (including sexually transmitted infections and puberty).
- A comprehensive programme of RSE provides accurate information about the body, reproduction, sex and sexual health. It also gives students essential skills for building positive, enjoyable, respectful, consensual and non-exploitative relationships, including online relationships and safety.

Why is relationships and sex education in school important?

High quality RSE helps create safe school communities in which students can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons;

- Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children and young people need to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships.
- RSE plays a vital part in meeting schools' safeguarding obligations as schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life.
- A comprehensive RSE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve and play a crucial part in meeting these obligations.

What is high quality relationships and sex education?

Relationships and sex education:

- Is a partnership between home and school
- Ensures children and young people's views are actively sought to influence lesson planning and teaching.
- Is relevant to pupils at key stage 3 and 4. Using resources and images that are age appropriate and are also appropriate to the different cultures of students.

- Is taught by people who are trained and confident about issues such as healthy and unhealthy relationships, equality, respect, abuse, sexuality, gender identity, sex and consent.
- Includes the acquisition of knowledge, the development of life skills and respectful attitudes and values.
- Helps students understand online and offline safety, consent, violence and exploitation.
- Ensures that students are protected from unsuitable online material.
- Is both medically and factually correct.
- Is inclusive of difference: gender identity, sexual orientation, disability, culture, age, faith, or belief or other life experience.
- Uses active learning methods and is planned, assessed and evaluated.
- Helps students understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media.
- Teaches a student about the law and their rights to confidentiality even if they are under 16 and is linked to school based and community health services and organisations.
- Is not aimed at making pupils more likely to enter into sexual activity.
- Promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs. ¹

Policy Formation and Consultation Process

This policy has been compiled in consultation with the Education Act 1996², the Learning and Skills Act 2000³, along with the Sex and Relationships Guidance (DfEE 2000) and the Sex and Relationships Guidance ⁴ (OfSTED 2002) The Children's Act (2004) and SRE for the 21st Century.

It has been produced by the Head of Belief and Values, in consultation with parents, governors, the headteacher and senior leadership within the school. The draft policy has been disseminated amongst the staff for consultation. Comment and opinion has been sought from pupil members of the school council (1 Dec 73 2016). Following this consultation a final draft policy was submitted to the governing body for approval and implementation.

Aims and Objectives

The school aims to provide opportunities to develop their skills, knowledge and understanding for adult life, helping our pupils become confident, independent, effective citizens making valued contributions to the wider society. Through the provision of Relationships and Sex education, the school works to provide all pupils with an "understanding of how to keep themselves safe from relevant risks, such as abuse, sexual exploitation and extremism, including when using the internet and social media".⁵

We seek to teach information on relationships and sex through an understanding, factual and accepting approach. Lessons and materials used in relationships and sex education will be age-appropriate. Parents will have access to policy information and teaching materials on request. Provisions of opportunities are planned in the PSHE curriculum embedded in Beliefs and Values lessons. The focus of these lessons will include the development of:

- Personal Learning and Thinking Skills
- Social and Emotional Aspects of Learning
- Spiritual, Moral, Social and Cultural understanding.

Relationships and sex education within the school focuses on three core areas of learning:

Attitudes and Values:

- The values of family life and stable relationships in a range of social contexts, including traditional marriage, same-sex relationships and cohabitation.
- The values of love, care and respect; both for self and others.
- The use of moral dilemmas to develop understanding through empathy and enquiry.
- The development of *Personal Learning and Thinking Skills* and *critical thinking* as part of decision-making processes.

Personal and Social Skills:

- The development of *Social and Emotional Aspects of Learning*.
- The management of relationships in a range of contexts with confidence and sensitivity.
- The development of skills to recognise and manage personal emotions.
- Challenging all forms of prejudice and encouraging learners to make choices based on an understanding of diversity and acceptance.
- Challenging attitudes and demonstrating that bullying on the grounds of gender and sexuality are never acceptable.
- The development of young peoples' ability to understand the consequences of their own personal decisions and actions.
- The development of young peoples' ability to access online material and social media safely and with confidence.
- The provision of skills and strategies to manage and resolve conflict.

Knowledge and Understanding:

- The provision of information about healthier and safer lifestyles.
- The provision of information about a range of human relationships.
- A clear understanding of the process of reproduction.
- A clear understanding on physical, emotional and spiritual developments and how each aspect of development affects the individual.
- The provision of information about the human immunodeficiency virus and acquired immunodeficiency syndrome.

Cross-curricular contributions

Some elements of relationships and sex education are taught across the schools' curriculum. Science fulfils its National Curriculum requirements through the topics of reproduction and puberty. Belief and Values consider the aspects of medical ethics, abortion, fertility treatment, prejudice and discrimination, relationships, marriage, and family. Such cross-curricular links are developed and reviewed regularly. Effective sex and relationship education also contributes to the Healthy Schools status for the school.

Assessment and Monitoring

The Head of Belief and Values is responsible for co-ordinating the policy and curriculum content, and is accountable to the member of staff responsible for safeguarding and the Head Teacher accordingly. The teaching of relationships and sex education will be assessed, monitored and evaluated through regular classroom observations, on-going Assessment for Learning strategies and the review of lesson plans and schemes of work annually. The contributions of external agencies and speakers will be supervised and monitored on a regular basis by qualified teaching staff.

This policy will be reviewed before the commencement of each academic year and revised through the Governor Body where necessary. The Office for Standards in Education is

required to assess the spiritual, moral, social and cultural development of pupils during inspections. This includes the relationships and sex provision and policies. Teachers will seek to answer student questions appropriately and using their professional judgement, in line with this policy. There is no expectation that any teacher teaching relationships and sex education will automatically answer student questions, as this may infringe personal boundaries and confidentiality. Teaching staff will encourage students to be independent learners and guide them to appropriate sources of information, advice and support.

Relationships and Sex Education Teaching

Relationships and sex education is taught in a programme designed to build on understanding throughout a young persons' education. All relationships lessons are designed, taught or supported by a specialist from within the Beliefs and Values department. Arrangements for teaching the course will vary from time to time. In the academic year 2016-17 the pattern is as follows:

In **Year 7** this is taught through mixed-gender and mixed-ability form groups. These lessons are taught by staff within the Belief and Values department and are monitored by the Head of Belief and Values, and others in line with school policies. The lessons are classroom based with clearly established ground rules. These lessons will focus on the topics of self-esteem growing up, family, friendships, getting help, managing risk and appropriate adult relationships (with reference to grooming), consent, and female genital mutilation.

In **Year 8 and 9** this is taught in mixed-gender classes set by ability through Belief and Values lessons. It includes the topics of relationships, risk, issues of condom use, STIs and HIV (working in conjunction with school nursing team), Youth Produced Sexual Imagery, language use, tackling homophobia, religious and cultural attitudes to sex and relationships, domestic abuse, consent, and social media awareness. The aspects of relationships and sex are taught discretely within Belief and Value topics.

In **Year 10 and 11** this is taught in mixed-gender classes, set by ability. Teaching is by staff within the Belief and Values department with external specialists supporting. Topics covered include issues, such as Lesbian, Gay, Bi-sexual and Transgender issues, media distortion, mental health and well-being, relationship breakdown, condom skills, female genital mutilation and parenthood. These lessons include the use of a range of multimedia-based resources appropriate to age. There is particular focus during the year classes on preparation for life beyond school and adulthood, parenthood, risk.

The school recognises the individual needs of students in relationships and sex education, including cultural and religious influences. We seek to provide relationships and sex education that addresses a wide range of social, cultural and religious perspectives. Opportunity is also given for students to approach members of the Beliefs and Values team, learning co-ordinators and the safeguarding team with any questions they may have. Such questions will be referred to the sex and relationships trained specialists in school where appropriate. For looked-after young people and those considered to be at risk, individual approaches to relationships and sex education will be discussed with supporting agencies.

Specific provision is often made for individual **SEND** students to ensure that relationships and sex education is taught in a way that considers each student's specific needs and will be able to develop their knowledge, skills and understanding. Some provision may be in small groups, whilst some students may receive individual support by a member of the Beliefs and Values team along with the students teaching assistant. SEND Students will not be withdrawn from relationships and sex education lessons without an alternative and personalised provision being made.

Similarly, the provision of relationships and sex education to vulnerable children will be arranged in consultation with parents/carers and agencies involved in supporting the student.

External Agencies

Werneth school works closely with other schools, Stockport Borough Council Sex and Relationships Team, Sexual Health nurses and the School Nurse, along with other agencies may be invited on occasion to support the teaching of the sex and relationship curriculum. In such cases all agencies will be made aware of this policy and how their contribution relates to the teaching of sex and relationship education in the school, including on confidentiality issues, monitoring and evaluation of their contributions afterwards. No visitor will work with pupils in any situation without a qualified teacher present. Sessions run by external agencies will be observed at least once during each cycle to ensure effective sex and relationships provision.

Parental rights to withdraw children

Under the Education Act 1996, parents have the right to withdraw their children from relationships and sex education with the exception of the compulsory elements within the National Curriculum, for example, human reproduction. Any parents expressing concerns will be invited into the school to discuss any issues, topics and resources. Should they still feel the need to exercise the right to remove their child from part or the entire relationships and sex curriculum, provision will be made for their child to study other areas of Beliefs and Values education within the school during sex and relationship lessons. Parents will also be advised of their obligation to provide such education at home and supporting resources will be made available.

The school embraces the opportunity to work in partnership with parents and will actively seek the opportunity to support learning at home as well as within school. Parents wishing to discuss any element of the school relationships and sex provision may contact the Head of Beliefs and Values.

This policy document will be made available to parents on request.

This policy document conforms and complies with following national and Werneth school policies:

- Werneth Safeguarding Children Policy
- Education Act 1996
- Learning and Skills Act 2000
- Sex and Relationships Guidance (DfEE 2000)
- Sex and Relationships Guidance (OfSTED 2002)
- The Children's Act (2004)
- Sex and Relationships for the 21st Century (PSHE Assoc. report)
- Werneth Equality and Diversity Policy
- Werneth SMSC Policy
- Werneth E-Safety Policy
- Werneth Social Media Policy
- Werneth SEN/Curriculum Support Policy
- Werneth Anti Bullying Policy

Policy	Date modified	Date of approval	Review date	Governor Committee	Responsibility
Sex Education	March 2014	March 2017	March 2020	Achievement	JDE


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