

<b>Paulet High School</b>	<b>School Policy Document</b>		
<b>Document Title</b>	<b>Sex and Relationships Policy</b>		
<b>Document Status</b>	Approved	<b>Approved Date</b>	25th January 2011
<b>Document Owner</b>	Assistant Headteacher	<b>Review Date</b>	01.02.2013
<b>Audience:</b>	Staff <input checked="" type="checkbox"/>	Students <input checked="" type="checkbox"/>	Governors <input checked="" type="checkbox"/> Parents <input checked="" type="checkbox"/>

## **SEX & RELATIONSHIP EDUCATION POLICY**

### **Context**

Sex and Relationship Education provides an understanding that positive caring environments are essential for the development of a good self image and that individuals are in charge of and responsible for their own bodies. It provides knowledge about the processes of reproduction and the nature of sexuality and relationships. It encourages the acquisition of skills and attitudes, which allow pupils to manage their relationships in a responsible and healthy manner.

### **Rationale**

The Education Reform Act 1993 states that the education we offer our students must:

- be balanced and broadly based;
- promote the spiritual, moral, cultural, mental and physical developments of pupils at the school;
- prepare pupils for the opportunities, responsibilities and experiences of adult life.

The National Curriculum states that children should understand basic factual information about their bodies. Paulet will provide work beyond basic factual information, which will offer opportunities for challenging the often mixed and confusing messages, which may occur. Children are naturally inquisitive and for some, school may be the only place for them to ask questions and receive appropriate replies to what is often a taboo area. We believe this may help avoid some possible misinterpretations, misinformation and myths, which often exist in areas of sex education. We accept that our students may have widely varying needs, but we support the belief that all children need to be able to make informed healthy decisions about themselves to become confident, independent individuals who are able to accept the rights and responsibilities of society.

### **Links with the School Aims**

To:

- foster the development of responsible citizens, responsible for themselves and others;
- develop close links with the community and external agencies;
- provide an appropriate curriculum;
- prepare our students for adult and family life;
- develop responsible citizens;

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- develop inter-personal skills;
- promote moral issues and the development of personal morality
- provide equal opportunities for all;
- provide a safe, orderly and motivating environment.

## Aim

To support the personal and social development of all pupils, ensuring that they have the ability to accept their own and others' sexuality, to express their sexuality in positive ways and to enjoy relationships.

## Objectives

### To

- discover what our students know, understand, think and feel and to identify their needs;
- create a programme for progressive and differentiated learning which caters for pupils' needs and is sensitive to individuals and groups;
- encourage unembarrassed acceptance of sexuality by providing appropriate vocabulary for all parts of the body and encouraging positive attitudes to all bodily functions;
- generate an atmosphere where questions and discussion on sexual matters can take place without embarrassment;
- counteract misleading myth and folklore and false assumptions of 'normal' behaviour;
- enable our students to be aware of variations in rates of growth and development (physical, emotional, social) and when puberty may commence;
- provide constant reassurance that change is part of the life cycle and to give help in adjusting to these changes;
- recognise the value of intimacy in loving and caring relationships, particularly within the family unit;
- understand the implications of parenthood;
- develop skills in personal relationships, for example, communication and assertiveness;
- develop skills in decision-making and problem-solving;
- help our students to affirm their rights to be able to resist unwanted touch or advances and to communicate about such matters;
- develop a growing understanding of risk and safety in sexual relationships and the motivation and skills to keep themselves safe;
- be aware of sources of help and to acquire the skills and confidence to use them.

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## Principles of Curriculum Organisation and Management

Sex Education at Paulet is delivered as an integral part of the curriculum from Years 7 to 11 and is developed within the framework of a coordinated curriculum. Key aspects are supported through additional PSHEE Days. This policy should be read in conjunction with both the Science and Religious Education schemes of work.

The Sex Education course is managed by the Assistant Headteacher (ECM) who co-ordinates the delivery of the PSHEE statements by subjects through the curriculum. It is developed within the context of a broad and balanced programme of Personal Development and totally integrated into the school curriculum.

Parliament, under section 241 of the Education Act 1993 has established the legal framework for schools to follow. The legislation 5/94, regarding sex education acknowledges that parents have a right to withdraw their children from all or part of sex education outside the National Curriculum. Parents who wish to exercise this right will be asked to reconfirm this every year.

## Approaches to Teaching and Learning

It is essential that SRE is delivered in a safe, secure and supportive learning environment. Paulet believes that the following elements are essential to ensure this:

- The establishment of clear ground rules, understood by all, covering confidentiality, right to privacy and respect, and boundaries
- The use of distancing techniques, including de-personalised discussions, role play and theatre in education
- The use of clear language that avoids misunderstandings, prejudice and assumptions about children and young people's abilities, desires, background and experiences.
- The ability to deal with unexpected questions, comments from pupils and sensitive issues

In our school, our students are encouraged to develop confidence in talking, listening and thinking about sex and relationships through a carefully planned and constructed SRE curriculum. The core principles of teaching and learning in SRE are:

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- To ensure that every student succeeds through the provision of an inclusive education within a culture of high expectations
- To build on our students' knowledge and experiences: with teaching structured and paced to ensure that they understand what is being taught and how
- To ensure that learning is vivid and real, developing understanding through enquiry, group discussion and problem-solving
- To provide a range of opportunities for our students to learn, practise and demonstrate skills, attitudes and knowledge
- To make learning enjoyable and challenging with teaching techniques and strategies matched to a range of learning styles and needs
- To promote assessment for learning; making pupils partners in their own learning and allowing time for reflection and consolidation
- To ensure that staff training needs are identified and met, as appropriate

As with any learning process assessment of pupils' personal, social and emotional development is important. It provides information which indicates pupils' progress and achievement and informs the development of the programme.

Pupils do not pass or fail within this area but have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on pupils' self awareness and self esteem.

### **Sensitive/Contentious/Controversial Issues**

These issues will not go away and avoidance of them leaves children at risk and often confused. Official documentation, including National Curriculum guidance on Health Education, is in favour of their inclusion. These issues included: abortion, contraception, homosexuality, HIV/AIDS, sexual abuse etc.

These issues must be presented in such a way that sensationalism and personal bias is avoided, but is aimed at the level of pupils' needs and experience. A climate of trust and confidentiality is essential as is respect for privacy or 'the right to pass'.

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### Contraception

Legally, teachers may give information about contraception, without parental consent, but not personal advice to pupils under 16. Young people need to talk about contraception in order to assimilate knowledge and understanding, long before they may use it.

### Abortion

Pupils need to be presented with a balanced view in order to distinguish between fact and opinion, with respect to religious belief and the possible (unknown) experiences of some pupils.

### HIV/AIDS

The importance of prevention is recognised by governmental inclusion of teaching HIV/AIDS in the Science National Curriculum at KS3. Strong media attention has led to misunderstanding which can be clarified by teachers. Pupils need to understand the difference between HIV and AIDS, basic hygiene and risky behaviour. They need to learn that there are no risky people, only risky behaviour. Safer sex needs to be included in any programme.

### Homosexuality

The requirement to provide education which will prevent the spread of HIV/AIDS will of necessity include reference to homosexuals and bisexuals. Teachers will want to provide pupils with the opportunity to make informed judgements, based on fact, in order to prevent victimisation and prejudice.

### Monitoring and Evaluation

Monitoring of the implementation of the policy will take place within the guidelines of the Whole School Policy on Curriculum Monitoring. The Assistant Headteacher (ECM) will lead the Subject Leaders who will be monitoring the delivery and assessing the agreed statements within their own schemes of work.

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## Review

This policy will be reviewed every two years.

Review date 01.02.2013