



Felpham Community College Sex and Relationship Education Policy

The Governing Body of Felpham Community College adopted the Sex and Relationship Education Policy on 15 November 2017.

Introduction

1. The Governing body is required by the Education Act 1996: section 404 to have a sex and relationship education policy. This document is the agreed policy.

The Sex Education provisions of the Learning Skills Act 2000 came into force on 1st November 2000. From that date colleges have had a legal duty to ensure that students are protected from teaching and materials which are inappropriate, having regard to the age, religion and cultural background of the students concerned.

Effective sex and relationship education (SRE) is essential if young people are to make responsible and well informed decisions about their lives. SRE is underpinned by the ethos and values of Felpham Community College and we uphold it as an entitlement for all our students. We recognise the need to work with parents and carers to ensure a shared understanding of SRE and to deliver an effective and personalised programme that meets the needs of our students.

The teaching of sex education is statutory at key stage 3 and at key stage 4; to support the teaching of sex education, there are non statutory programmes of study for sex education within the National Curriculum.

This policy has been drawn up with regard to the DfES Sex and Relationship Education Guidance (2000). The National Curriculum Personal Wellbeing Framework (QCA 2008), The Social Exclusion Unit Report On Teenage Pregnancy (1999), The National Healthy Colleges Standard (2001), Ofsted Report on Sex and Relationships (HMI 433, 2002).

2. **Scope**

The Education Act 1996: section 403 requires that such steps as are reasonably practicable to secure that where sex education is given, it is given in such a manner as to encourage those students to have due regard to moral considerations and the value of family life. The college is aware that it serves a diverse community and that families may have different views regarding the issues of sex and relationships depending upon their own cultural, religious and/or other experiences. In the delivery of the programme of study, care is

taken that different views are respected and discussed in a sensitive manner. We consider it to be important that students develop their understanding of different perspectives on these issues in the context of the college, national and global communities.

Most of SRE is delivered through the Citizenship Programme. In addition, specialised staff from outside of the organisation also contribute to the programme. The Citizenship Coordinator has the responsibility for developing, monitoring and evaluating this programme.

Religious Education and Science also contribute to SRE. Both subjects are taught by specialist teachers and the relevant Heads of Department are responsible for its development, monitoring and evaluation.

An overview of what is covered, when and by which subject is provided in appendix (1). A more detailed scheme of work is available by request to the Coordinator.

3. **Aims**

The aim of this policy is to set out a clear framework within which SRE can effectively be delivered at Felpham Community College. This policy aims to clarify the college's role in educating young people about the choices they face in leading healthy lifestyles. It also aims to make clear the procedures the college will follow in relation to sex and relationship issues and therefore provide clear guidance to teachers, college staff and visitors.

4. **Process**

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 has three main elements:

- **Attitudes and Values**
 - learning the importance of values and individual conscience and moral considerations
 - learning the value of family life, marriage, and stable and loving relationships, inside and outside of marriage, for 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.
- **Personal and Social Skills**
 - learning to manage emotions and relationships confidently and sensitively
 - developing self-respect and empathy for others
 - learning to make choices based on an understanding of difference and with an absence of prejudice
 - developing an appreciation of the consequences of choices made
 - managing conflict

- learning how to recognise and avoid exploitation and abuse
- learning how to avoid being pressurised into unwanted or unprotected sex.
- 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 for such delay
 - the avoidance of unplanned pregnancy and sexually transmitted infections including HIV
 - know how the law applies to sexual relationships
 - understanding the reasons for having protected sex.

Specific issues in SRE are taught when it is appropriate for the age group, i.e. according to their emotional and physical stage of development. Full details of these issues can be found in appendix (2).

How is SRE Taught?

'Ground rules' are drawn up for each class for Citizenship lessons to support the teaching and discussion of more sensitive issues. These are re-visited when needed.

Distancing techniques are used to avoid embarrassment and to protect students' and teachers' privacy. This involves depersonalising discussions.

When dealing with students' questions or comments teachers need to establish clear parameters of what is appropriate and inappropriate in a whole class setting. For example:

- if a question is too personal, the teacher should remind the student of the ground rules (the right to pass). If the student needs further support the teacher can refer him/her to the relevant Year Leader or Year Manager.
- If the teacher does not know the answer to a question, it is important to acknowledge this, and to suggest that the student or teacher research the question later.
- If a question is too explicit, feels too old for a student, is inappropriate for the whole class, or raises concern about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In this way, the student will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect the teacher must remember to talk to the student later.
- If a teacher is concerned that a student is at risk of sexual abuse, they should follow the college's safeguarding procedures.

In teaching SRE we are realistic and recognise that some of our students will be making decisions for themselves about sex and relationships. We also recognise that some of our students e.g. looked after children, may be more vulnerable than others. Therefore some students may need more SRE than others. Teaching SRE can raise many questions of confidentiality. The college's statement on

confidentiality is outlined in appendix (3). This is especially important given our belief that it is better for us to be seen as a source of support for students than to encourage our students to be secretive.

Visitors

From time to time visitors are invited in to college to contribute to the SRE programme. These sessions always form a part of the planned programme. All visitors are carefully vetted in advance and their sessions must match the philosophy, ethos and practice of SRE at Felpham Community College. The teacher of the class should always be present throughout the visitor session.

Other Services and Access to Information

Students are made aware of confidential sources of information and support as an integral part of the Citizenship programme and pastoral support systems of the college. These confidential sources of help include help-lines, websites, and local young person's advice centres. In this way students know where to access support services, including sexual health advice and treatment if they require it.

We recognise the challenges of growing up and making positive and healthy decisions about relationships and so want to provide as much support as possible to all students, whatever their sexual orientation. There is a variety of support available to students during the college day.

Exemption from Sex Education

Parents and carers have the right to withdraw their children from all or parts of the SRE programme except for those parts included in the statutory Science National Curriculum (Education Act 1996: section 405). Parents who wish to exercise this right should talk to the Coordinator. The issue of withdrawal will be handled as sensitively as possible and alternative arrangements will be made for any student withdrawn from this aspect of the curriculum.

5. Monitoring, Evaluation and Review

Felpham Community College believes that the application of the procedures described in this policy should be regularly monitored to ensure that the needs of our students are met. The Coordinator is responsible for this monitoring. Various forms of monitoring are used including observation of teaching and consultation with students. The evaluations that follow will inform decisions on the learning objectives, the resources used and staff training and development.

The training and development needs of teachers of SRE and other staff are met in a number of ways.

The Governor's will review this policy biannually.

This policy should be read in conjunction with the following policies: Health & Safety policy, Behaviour and Discipline policy, Safeguarding (child protection) policy, College Self Evaluation policy, College Trips policy.

Appendix 1

Dealing with Specific Issues

Specific issues in SRE may be considered sensitive or challenging. Whilst it is important to respect the varied beliefs and values held by our college community, personal beliefs and attitudes will not influence the teaching of SRE. Teachers and all those contributing to SRE are expected to work within our agreed framework as described in this policy and supported by current legislation and guidelines. Reference to different perspectives and issues pertaining to community cohesion are integral to the teaching of SRE.

Contraception – Students are provided with precise information about different types of contraception, including emergency contraception, and their effectiveness. They also are given information about where they can receive confidential contraceptive information, advice and services.

Abortion – Students are made aware of the moral and personal dilemmas involved in abortion and how to access a relevant agency if necessary.

Safer Sex – Students are made aware of the risks of STIs including HIV and are taught about prevention, diagnosis and treatment. Students are provided with information on what safer sex is and why it is important and how to negotiate it with a partner.

Gender Issues – It is important that SRE should focus on boys as much as girls. A variety of activities are used to help engage boys as well as girls, matching their different learning styles. Where possible, single sex groups can be used on occasion for certain topics.

Sexuality – All students, whatever their developing sexuality, need to feel that SRE is relevant to them and sensitive to their needs. Teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

Inclusion – SRE is an entitlement for **all our students** including those with special educational needs. Personalised programmes are tailored for specific groups or individual students with, for example, SEN or EAL requirements.

Appendix 2: Statement on confidentiality

Confidentiality

SRE should take place within a safe and supportive environment that facilitates relevant discussion. Confidentiality contributes to this and is one of the Citizenship ground rules.

However students need to be made aware that teachers cannot offer or guarantee confidentiality when there is a concern for the safety of the student or another student. When a student makes a disclosure of this sort then the teacher should follow the college's safeguarding (child protection) procedure. Teachers will respect a student's confidentiality and not make information available to those who do not need to know it.

Effective SRE should enable and encourage students to talk to a trusted adult if they are having sex or contemplating doing so. It is desirable, although not always possible, that that person should be their parent or carer.

If a teacher learns from an under 16 year old that they are having, or contemplating having, sex then the following steps should be taken:

- All possible steps should be taken to persuade the student to talk to their parent or carer
- Any safeguarding (child protection) should be addressed
- The issues will be discussed with the student who should be informed about contraception, including precise information about where young people can access contraception and advice services. These conversations will be non-judgmental and be consistent with the ethos and the objectives of the Citizenship programme. These conversations will be planned with the Coordinator and his/her line manager.

Appendix 3: Other Services and Access to Information

Year Manager

Students can refer themselves to the college's Year Managers to discuss and explore personal welfare issues. The Year Managers work under the college's safeguarding policy and will only disclose information if a child is thought to be at risk. Year Managers will work to support families to access further support if required, for example counselling services.