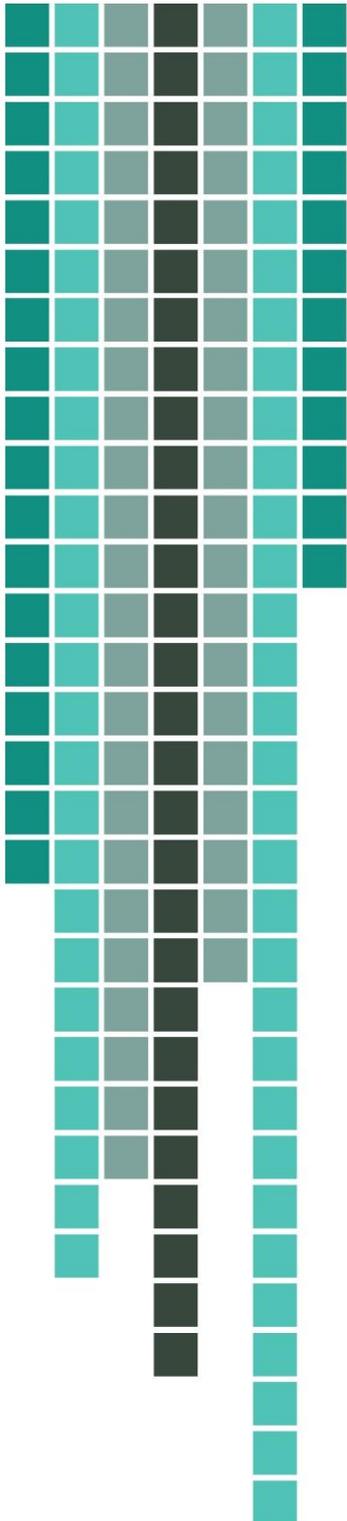




# Eggar's School



## Sex & Relationships Education



Reviewer	Shelley Kinteh
Review date	November 2018
Next review	November 2021

## **Introduction:**

This policy relates directly to Department for Education Guidance, July 2000, (Ref: DfE 0116/2000) and to the DfE website that provides information on the current position relating to sex and relationship education (SRE) in schools (Updated 12 May 2015):

Sex and Relationship Education (SRE) is set within a broader base of self-esteem and responsibility for the consequences of one's actions. This includes meaningful discussion about feelings, relationships and values. SRE will be set within the framework for Personal Social Health and Economic (PSHE) education in the Eggar's PPD curriculum.

It will help young people to respect themselves and others, and to understand difference. Within the context of talking about relationships, students will be taught about the nature of marriage and its importance for family life and for bringing up children as well as recognition that there are strong and mutually supportive relationships outside marriage.

Additionally, SRE involves teaching students about reproduction, sexuality and sexual health. It doesn't promote early sexual activity or any particular sexual orientation.

Some parts of SRE are compulsory - these are part of the National Curriculum for Science. Parents can withdraw their children from all other parts of SRE if they want.

Eggar's SRE policy is made available to parents for free. Parents are welcome arrange an appointment to discuss SRE and the PPD programme and should contact the Curriculum Leader for PPD via our enquiries line.

New policy plans to be achieved before 2020

SRE should be recognised as a core safeguarding requirement that is a priority for all, regardless of postcode or socio-economic background. Children in poverty are particularly at risk, we should support them, their families and the entire school community to have healthy, happy and safe relationships. We wish to include our Inclusion Team in the wider aspects of our work

We would like to increase correspondence with families and inform our parents of our SRE programme in the future with a yearly letter and an open drop-in session for parents with questions.

In September 2020 Relationship & Sex Education will be statutory in the UK and it will automatically fall to exist teachers to provide a high quality service. Training is vital to ensure quality provision and we will plan to meet training needs in the next 2 years.

For example; we would like to improve our Teaching regarding 'grooming'. This is currently delivered in 2 lessons to Year 9 but we plan to teach this topic once each year in all year groups.

Advice suggests that when posed with questions around bribery, students in areas with high levels of deprivation can have real internal conflict. We want to reinforce that risk taking is not worth the short-term gain of money or the material goods they are lacking. But it is clear that poverty will always make a child or young person more vulnerable to grooming, abuse and exploitation through bribery.

There is also acute concern about the impact of children and young people viewing sexual violence at the click of a button through video games and pornography. Currently we do not address these issues but plan to do so before 2020.

## **Purpose of Sex and Relationship Education in the PPD programme**

*There are three main areas of focus in preparation for an adult life;*

### **Attitudes and values**

Learning the importance of values and individual conscience and moral understanding;

Learning the value of all forms of family life and partnerships, and stable and loving relationships for the importance of children, including the safeguarding and the nurturing of children.

Learning the value of respect, love and care;

Exploring, considering and understanding moral dilemmas; and developing critical thinking as part of decision making.

### **Personal and social skills**

Learning to manage emotions and relationships confidentially 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 and domestic violence; and learning how to recognise and avoid exploitation and abuse, including on line.

### **Knowledge and understanding**

Learning and understanding physical development at appropriate stages (puberty – child to adult);

Understanding human sexuality, reproduction, sexual health, emotions and relationships;

Learning about contraception (including 'emergency 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 from such delay;

The avoidance of unplanned pregnancy and understanding the nature and diversity of relationships and sexuality;

Understanding the consequences of their actions and behave responsibly within sexual relationships; Having the confidence the self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationships they want;

Having information and skills to protect themselves from sexually transmitted infections including HIV; Avoid being exploited or exploiting others or pressured into unwanted or unprotected sex;

Know how the law applies to sexual relationships.

### **National Curriculum for Science, Students in Key Stage 3 are taught:**

- that fertilization in humans... is the fusion of a male and a female cell;
- about the physical and emotional changes that take place during adolescence and puberty;
- about the human reproductive system, including the menstrual cycle and fertilization;
- how the foetus develops in the uterus;
- Complications involved in birth;
- how the growth and reproduction of bacteria and the replication of viruses can affect health.

### **Science, Students in Key Stage 4 are taught:**

- the way in which hormonal control occurs, including the effects of sex Hormones;
- some medical uses of hormones, including the control and promotion of fertility;
- the defence mechanisms of the body;
- how sex is determined in humans;
- cloning;
- genetic manipulation.

## **Teaching Sex and Relationship Education at Eggar's**

- The teaching of sex, sexuality and sexual health is linked to relationship and responsibility/legal education where appropriate.
- All teachers are aware of the school policies on Sex Education and Confidentiality. This is not only an issue for The Philosophy Personal Development (PPD) department.
- The importance of listening to the views of students is observed and balanced with ensuring the appropriateness of the subject material and language used when considering the age/experience of the whole class.
- The personal beliefs and attitudes of Teachers are not to influence the teaching of sex and relationship education. Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting before beginning.
- Teachers should be offered training in sex and relationship education as requested.
- The monitoring of the delivery of sex and relationship education is to be through The Curriculum Leader for PPD.
- Sex and Relationship education is delivered at Eggar's mainly through PPD lessons, three per fortnight and in small blocks of lessons for Years 10 and 11, by our in-house trained teacher.
- The right of parents to withdraw from some or all aspects of sex education is to be expressed through application to the Head Teacher. This will also allow negotiation in the case of religious or cultural difficulties.
- It should be pointed out that research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to enter into sexual activity, but rather that it can help them learn the reasons for, and benefits of, delaying such activity.
- The materials used in the school for sex education must be sensitively stored so that students are protected from experiencing something that is inappropriate to their age or culture. There is a designated PSHE stock cupboard for such material (Other departments, such as science, have their own stock cupboards).
- A list of specific resources held by the school can be made available on request by parents).
- Any sex/relationship education is to apply equally to boys and girls. Where an ethnic background or a guest speaker requires a single sex group, then the other sex should be offered an equally valid experience so that no differentiation of experience occurs. Sex/relationship education should be inclusive.
- Progress Leaders are to be informed where it is felt that students appear to be more vulnerable to abuse than their peers or are confused about what is acceptable public behaviour so that the pastoral care system can be deployed. Help must be offered to develop the necessary skills.
- Teachers should refer students to more qualified staff if they are unsure how to meet individual enquiries. Teachers should be able to deal honestly and sensitivity with sexual orientation, answer appropriate questions and offer support. There should be no direct promotion of sexual orientation. The Curriculum Leader for PPD should be able to provide resources and help-line information as felt appropriate. Visiting experts should be employed whenever appropriate.
- The importance of the expertise offered by health professionals is recognised and input encouraged. Visitors should agree to abide by the sex/relationship policy of the school. When they are in their professional role (such as a school nurse in consultation with an individual pupil), they should follow their own professional codes of conduct.
- Materials being used by health professionals should be shown to The Curriculum Leader for PPD in advance of them being shown to students.

(This policy is complemented by our policy on Child Protection procedures.)

## **Disclosure/Confidentiality**

Teachers should review the specific school policy and the Child Protection circular 10/95 – “Protecting Children from Abuse: The Role of the Education Service.”

In summary:

- Protect yourself. Do not interview students alone if possible. (If possible involve a friend for them or a colleague for yourself). Never close a door if you are alone with a pupil.
- If a question is too personal, too explicit, feels too old for a pupil, is inappropriate for the whole class or raises concerns about sexual abuse, the teacher should acknowledge it and say that it will be dealt with later on an individual basis. Do not allow a personal problem that could involve child protection issues to take over the lesson. Ensure the child is given an opportunity to discuss their point privately.
- There will be rare occasions when a teacher will be directly approached by a pupil who is sexually active or contemplating sexual activity. This will always raise child protection issues and sensitive handling will be needed to ensure that a proper balance is struck between the need to observe the law and the need for sensitive counselling and treatment including protection from disclosure to inappropriate adults. Tutors and Year Heads should be informed as a courtesy whenever possible. It is very important that one person is always aware of all such disclosures, and at Eggar's this is the designated Child Protection Officer (CPO).
- The CPO is aware of the relevant school policies and the child protection act and will advise you further or make arrangements for a private place for the child to discuss their problem. He is aware of the pathway to be followed and must be kept aware of what is discussed.
- **Do not promise confidentiality**, but be aware that you have been selected because of a special trust perceived by the pupil. You may be the person who continues to talk with the child, but the CPO should be kept informed. You can certainly inform the pupil that their best interests will be maintained.
- Students may refer to 'a friend' rather than themselves as it is easier to talk about a third party. This should still be referred to the CPO. He has a wealth of experience to offer.
- It is an honour to be trusted by a young person. Do not feel that you have to deal with issues alone or that you will be betraying their trust by seeking help. It was through your role as a teacher that you have been approached.
- **Teachers must follow the school's child protection procedures.**

Visiting speakers should:

- Be aware of the sex/relationship policy of the school.
- Understand the need for appropriate sensitivity regarding the proper use of language within a school environment.
- Agree the content of the delivery so the teacher can make them aware of special educational, cultural or developmental needs.
- Be aware that although bound by their professional codes of conduct in a one-to-one situation with individual students, that in a classroom situation they should follow the school's confidentiality policy.
- Endeavour not to get into a situation where they are alone in a room with individual students.