

Brine Leas School

An Academy

SEX AND RELATIONSHIPS EDUCATION POLICY

Sex, Health and Relationships Education is a major aspect of our curriculum and students have an entitlement to experience Sex, Relationships and Health Education throughout their statutory education.

In all areas of human experience a good base of knowledge and understanding is deemed necessary for informed opinions and decisions to be made - human sexuality is no exception. It is vital that students receive effective sex education before they become sexually active or put themselves at risk in other ways. It is also vital to correct prejudice and misinformation which may affect relationships with others both now and in the future. The importance of sexual relationships in all our lives is such that sex and relationships education has a crucial role to play in preparing children for their lives now and in the future as adults and parents.

In sex education, learning information about the physical aspects of sex, must be complemented by learning about family life and the exercise of personal responsibility towards other individuals and the broader community.

It is the policy of Brine Leas School to provide a broad and balanced Sex Education Programme which:

- Offers full entitlement and access for all including students with Special Needs.
- Operates in an atmosphere of mutual trust and respect to encourage students to put forward and explore their ideas.
- Explores moral and sexual issues and values to:
 - endow the students with positive pro-active attitudes, patterns of behaviour, lifestyles, values, communication and decision making skills with respect to sexuality and personal relationships, e.g.:- those appropriate to informed decision-making and evaluation of the socioeconomic/cultural influences on sexual behaviour;
 - non-exploitation, commitment and trust in sexual relationships;
 - an understanding that both sexes have responsibilities in sexual matters;
 - the skills to identify, avoid, resist and report unwanted sexual experience;
 - to foster self-esteem, self-awareness and a sense of moral responsibility.
- Gives students knowledge and understanding of the following for them to make informed choices on:-
 - the physical, emotional and social aspects of an individual's development as a male or female, personal relationships; responsible attitudes and appropriate behaviour;
 - family life - the value and importance of the family as a social institution; its contribution to the development of attachment, love and concern in caring for others.

- Approaches Sex Education as an active and creative process of enquiry and investigation through projects, discussions, role-play, case studies.

Updated/Reviewed by: D Cole	Date: February 2017
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HOW WE DELIVER SEX EDUCATION

In order to put this policy into practice, the following items reflect the aims of the School and, cross-curricular themes, and show how Sex Education is delivered within the context of a moral framework.

1. INFORMING AND INVOLVING PARENTS

The views and participation of parents is vital for the most effective sex education. Parents of Year 7 students will be informed by letter of the sex education programme, and the sex education policy is also available for viewing on the school website. Parents are fully informed and encouraged to enhance that part of the Sex Education Programme provided by the School by having discussions at home.

2. OFFERING ADVICE

The Governors and staff believe that the School's function is to provide a general education about sexual matters and issues and not to offer individual advice, information or counselling on aspects of sexual behaviour and contraception - however sources of professional information and advice will be identified when appropriate.

Advice does not legally require consent but the following procedure protects the teacher and the student, and acknowledges that teachers may not be qualified to give the required advice.

Teachers cannot:

- give personal advice or counselling on sexual matters (including contraception) to a student (either individually or within a group) if a parent has withdrawn that student from sex education;
- give personal contraceptive advice to students under 16 for whom sexual intercourse is illegal.

Teachers can:

- provide students with education and information about where and from whom they can receive confidential sexual advice and treatment, e.g. school nurse, their GP or Drop In Centre. This is not the provision of sex education, but merely the imparting of factual information as to where advice, counselling (and treatment) can lawfully be obtained.

Appointments to see the nurse can be arranged by the student through the progress tutor, through the progress manager or via 'drop-in' sessions.

3. EXPLICIT QUESTIONS

It is unlikely to be appropriate to deal with a student's explicit questions by dealing with it in front of the whole class, e.g. questions on oral and anal sex. In practice this means that teachers may have to say "School Policy does not allow me to answer that question". The teacher may deem it appropriate to discuss the child's concerns with the parents - a decision may then be taken on how best to deal with it.

4. THE DIVISION BETWEEN BIOLOGICAL AND NON BIOLOGICAL ASPECTS OF SEX EDUCATION

The division between biological and non-biological aspects of sexual behaviour has been decided upon, and is indicated by the contribution to the Sex Education Programme made by the Science Department.

The Science Department deals only with the biological aspects of human sexual behaviour in its timetabled lessons.

The separate, but strategically co-ordinated Personal, Social, Health and Citizenship Education (PSHCE) programme deals with:

- any sexually transmitted diseases and infections (STIs);
- aspects of human sexual behaviour, other than biological aspects.

N.B. It is only lessons that are specifically about the non-biological aspects of sex education that the parents can exercise the right to withdraw their child, not from the entire programme.

5. WITHDRAWING STUDENTS FROM THE SEX EDUCATION PROGRAMME

Parents have the right to withdraw their child from the non-biological aspects of sex education. Parents will always be provided with a full copy of sex education policy following a request to do so.

N.B. Parents do not have to give reasons for withdrawal, but we respectfully invite them to do so - sometimes we can then resolve misunderstandings. Once a parent's request to withdraw is made, that request must be complied with until revoked by the parent.

6. WHAT WE DO IF A REQUEST FOR WITHDRAWAL IS MADE BY A PARENT?

- we discuss the nature of the concerns with the child's parent and if appropriate attempt to reassure them;
- we consider whether the programme can be amended or improved in a way that will reassure parents - care is taken not to undermine the integrity of the Sex Education Programme and the entitlement of the other students, e.g. it may be appropriate and desirable to have single sex classes for some sections of the Sex Education Programme;
- we attempt to ensure that where a student is withdrawn there is no disruption to other parts of their education,
- we point out that students who have been withdrawn can be vulnerable to teasing - we therefore attempt to causing minimal embarrassment to the student and minimal disruption to the programme;
- we also point out that students may receive inaccurate information from their peers;
- we offer the parents access to appropriate information and resources.

N.B. If the student does not agree with the parents' desire to withdraw their child from the Sex Education Programme, the student can challenge the parents under Section 8 of the Children Act - the child has to apply to the court for a 'specific issues order'.

7. USING VISITING SPEAKERS AND OTHERS

- Visitors such as nurses, family planning or sexual health workers, can greatly enhance the quality of the provision of sex education as is the case in curriculum enhancement week and PSHCE days and sessions.
- When a guest speaker is invited to deliver an aspect of sex education the following issues should be considered:
 - the degree of explicitness of the content and presentation;
 - will the visitor be accompanied by teaching staff?
 - will the staff take an active role in the visitor's activities?
 - how will the visit be built upon and followed up?

8. LIFESTYLES

Teachers do not promote any one lifestyle as the only acceptable one for society and therefore it is inevitable and natural that lifestyles are discussed during a programme of sex education. Teaching about specific lifestyles is not avoided although teachers take care not to advocate any particular lifestyle, present it as the norm, or encourage experimentation by students.

One of the many advantages of exploring lifestyles is the opportunity to correct false ideas, assumptions and address prejudice.

9. EQUAL OPPORTUNITIES ISSUES AND SPECIAL NEEDS

The nature of work undertaken must be appropriate to the age and maturity of the students. As students mature and develop at different rates, the Sex Education Programme is a 'spiral system' in as much as key concepts are revisited several times throughout the programme. This allows for reinforcement as well as the differentiated stages of student maturity.

Children with learning difficulties may need more help than others in coping with the physical and emotional aspects of growing up; they may also need more help in learning what sorts of behaviour are and are not acceptable, and in being warned and prepared against abuse by others. Some parents find it difficult to come to terms with the idea that their child (special needs or not) will someday become sexually active.

SEX EDUCATION PROGRAMME

Year 7: Physical and emotional changes

In Year 7, there will be an element of Sexual Education delivered in Science when students review puberty, the reproductive system and pregnancy. The structure of this programme is designed to extend and develop the work delivered in primary schools. Furthermore, as part of their PSHCE entitlement, students will explore a module on 'Relationships' including bullying and assertiveness.

Year 8: Physical and Emotional Changes /Relationships

In Year 8, Sexual Education will take place within PSHCE lessons. It will develop the work delivered in Year 7, although the focus will be on 'Physical and Emotional Changes' and 'Relationships'. Furthermore, students will explore a module on 'Keeping Healthy' which will touch upon sexual activity, contraception and pregnancy.

Year 9: Safe Sex /Sexuality

Once again, this will review and enhance the topics visited in Years 7 and 8 and will take place within the PSHCE lessons. The focus will be on 'Sexual Health' and issues such as contraception and sexually transmitted infections will be explored and the consequences considered.

SEX EDUCATION PROGRAMME AT KS4

In Science, students will revisit the reproductive system and explore how hormones affect the body. This will include an overview of hormonal manipulation such as that which occurs with the contraceptive pill.

In Religious Education, some students will investigate the religious differences in fertility treatments. Furthermore, in PSHCE lessons 'Sexual Health' will be emphasised and students will be asked to consider the long-term effects of unprotected sex. In addition to this, students will learn about outside agencies, such as local 'family planning clinics' and how to gain access to such facilities. The focus will be on ensuring students can make informed decisions about their own sexual health.