



## **PATE'S GRAMMAR SCHOOL**

### **SEX AND RELATIONSHIPS EDUCATION POLICY**

#### **Rationale**

This policy covers our school's approach to Sex and Relationships Education, it has been developed in response to the Sex and Relationship Education Guidance DfES 2000.

#### **Guiding Principles**

SRE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

At Pate's we believe that Sex and Relationships Education should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.
- Be an entitlement for all young people.
- Be set within the wider student development context, supporting family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. a nuclear family. It includes a variety of types of family structure and acceptance of different approaches.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

## **Aims**

We believe that the aim of SRE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our SRE programme aims to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- communicate effectively by developing appropriate terminology for sex and relationship issues.
- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity
- understand the arguments for delaying sexual activity.
- understand the reasons for having protected sex.
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary.
- know how the law applies to sexual relationships.

## **Organisation and Content of Sex and Relationships Education**

Within the school, sex education takes place in two contexts:

- (a) as forming the content of specific lessons within the curriculum; and
- (b) in the course of pastoral contact between staff and pupils both inside and outside the classroom. The pastoral team (Heads of Year, School Counsellor, School Nurse etc.) are all trained and accustomed to providing advice on such matters where necessary and appropriate.

A summary of (a) is given below

## **General**

All lessons aim to present facts in an objective, balanced and sensitive manner and are set within a clear framework of values and an awareness of the laws regarding sexual behaviour.

## **Year 7 Lower School Science**

A unit of work which focuses basic information on the human reproductive system is taught co-educationally by science staff.

## **Year 7 PDC (Personal Development Curriculum) Lessons**

The programme of study includes information about puberty and menstruation, taught in students' timetabled PDC lessons. Lessons are taught by the Head of Year, Head of PDC and teachers of PDC. Parents are informed by letter in advance of their right to withdraw their child from these lessons.

## **Year 8 PDC**

The programme of study includes relationships between the sexes as part of a wider examination of personal relationships, and also explores the issues associated with sexting. Condoms as a form of contraception are also introduced. It is taught in timetabled PDC lessons by the Head of PDC and teachers of PDC. Parents are informed by letter in advance of their right to withdraw their child from these lessons.

## **Year 9 PDC**

The programme of study includes information on contraception, FGM, HIV and AIDS and other sexually transmitted diseases and explores what is meant by a healthy relationship and consent. Lessons are taught by the Head of Year and Head of PDC in timetabled PDC lessons. Parents are informed by letter in advance of their right to withdraw their child from these lessons.

## **Year 10 and 11 PDC**

In years 10 and 11 Sex and Relationships Education is taught as part of our PDC programme, delivered through both the school's TPM programme and a series of Flexible Learning Days. Students revisit topics studied in year 9, also further exploring the emotional, moral and ethical aspects of personal relationships. These sessions are taught coeducationally by members of the Pastoral Team as well as by specialist organisations such as the school nurse team and GayGlos. Parents are informed by letter in advance of their right to withdraw their child from these lessons.

## **Sixth Form**

All students receive Sex and Relationships Education as part of the 6<sup>th</sup> Form Information and Guidance Course. Education is based around the spread of STIs, the need for testing and appropriate sources of advice and guidance on such matters.

## **Inclusion**

### Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond positively to parental requests and concerns.

### Students with Special Needs

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

### Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

## **Right of Withdrawal of Students from Sex and Relationship Education**

Parents can under section 405 of the Education Act 1996 withdraw their child from sex and relationship education lessons. They have the right to withdraw their child from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any SRE resources that Pate's uses.

## **Monitoring and Evaluation of Sex and Relationship Education**

It is the responsibility of the Head of PDC (Years 7 – 11) and Head of 6<sup>th</sup> Form (Years 12/13) to oversee and organise the monitoring and evaluation of Sex and Relationships Education, in the context of the overall school plans for monitoring the quality of teaching and learning. The Governors People and Education Committees is responsible for overseeing, reviewing and organising the revision of the Sex and Relationships Education Policy.

## **Child Protection and Confidentiality**

Pate's Grammar School is committed to safeguarding the welfare and protection of students. We follow Department for Education guidelines on the recruitment and checking of staff. The school has a child protection policy, which is available on request. It is the responsibility of the school to support young people but no individual member of staff should guarantee a child absolute confidentiality. Young people should be made aware that 'confidences' may be shared among parents and key staff in the school (e.g. the Child Protection Officer) if that is seen to be beneficial for the young person's well-being and/or the teacher's ability to deal with the issue. Young people should be made aware that under the Children Act 1989, adults may do what is reasonable in all the circumstances of the case for the purpose of safeguarding or promoting the child's welfare

**Agreed by Governors:** June 2017

**Next Review Date:** June 2019

